



**BLOOMSBURG
STATE COLLEGE**

CATALOG 1967-1968

QUESTIONS FREQUENTLY ASKED

- (1) How much does it cost to attend the Bloomsburg State College? (page 32)
- (2) What are the requirements for admission? (page 41)
- (3) What are the graduation requirements? (page 48)
- (4) Can I prepare to teach in the elementary grades? (page 67)
- (5) Can I prepare to teach high school subjects? (page 68)
- (6) Can I prepare to teach business subjects? (page 147)
- (7) Can I prepare to teach special education? (page 157)
- (8) What special curriculum are offered at Bloomsburg? (page 175)
- (9) Where would I live? (page 39)
- (10) Is Bloomsburg approved for Veterans' Education? (page 46)
- (11) What credits can be transferred from other colleges and universities? (page 43)
- (12) What is the content of the several curriculums? (page 67, 68, 147, 157)
- (13) What extracurricular activities are available? (page 56)
- (14) What student financial assistance is available at Bloomsburg? (page 41)
- (15) What standards of scholarships are expected? (page 49)
- (16) What record of placement does Bloomsburg have? (page 181)
- (17) What are the requirements for graduate work? (page 52)
- (18) What programs in the Arts and Sciences are available at Bloomsburg? (page 166)

ACCREDITED BY

Pennsylvania State Board of Education (State)
Middle States Association of Colleges and Secondary Schools (Regional)
National Council for Accreditation of Teacher Education (National)

"Accredited by the National Council for Accreditation of Teacher Education for the preparation of elementary and secondary school teachers with the Bachelor's degree as the highest degree approved (except as noted below)."

The College welcomes qualified students, faculty, and staff from all racial, religious, ethnic, and socio-economic backgrounds.

The State Board of Education on June 9, 1960, granted their approval to the College to offer programs of study leading to the degree of Master of Education in the fields of Business Education and Elementary Education beginning June, 1961; Special Education (Mentally Retarded or Speech Correction) beginning June, 1962; English, beginning January, 1964; Social Studies (including Geography) beginning September 1964, and Biological Sciences, beginning September, 1965.

BLOOMSBURG STATE COLLEGE BULLETIN

January 1967

1967-1968



Serving the Commonwealth of Pennsylvania
For 127 Years

Published at Bloomsburg, Pennsylvania
by the Bloomsburg State College

Second Class Postage paid at Bloomsburg, Pennsylvania



CARVER HALL
(Erected 1867)

Bloomsburg State College

Bloomsburg, Pennsylvania

1967 - 1968



ACCREDITED BY

The Middle States Association of Colleges and Secondary Schools

The National Council for the Accreditation of Teacher Education

The Pennsylvania State Board of Education

BLOOMSBURG STATE COLLEGE PRESENTS

Superior Higher Education at Reasonable Cost

Specialized College Faculty (over 30% Hold Doctor's Degree)

Full Accreditation by Regional and National Agencies, Including

National Council for Accreditation of Teacher Education

Middle States Association of Colleges and Secondary Schools

Pennsylvania State Board of Education

Membership held in the following professional associations:

American Council on Education

National Association for Business Teacher Education

Special Curriculums in Arts and Sciences, Business Education, Dental Hygiene, Public School Nursing, Speech Correction, Special Education for the Mentally Retarded.

Graduate Programs in Business Education, Elementary Education, Special Education (Mentally Retarded and Speech Correction), English, Social Studies, including Geography, and Biology.

ATHLETICS

Three Gymnasiums

Sunlighted Indoor Tile Swimming Pool

New Athletic Fields and Track (under construction)

Tennis Courts (under construction)

Intercollegiate Teams:

Football, Basketball, Baseball, Wrestling, Golf, Swimming, Tennis, Track and Field Sports, and Cross-Country

EXTRA-CURRICULAR AND COMMUNITY OPPORTUNITIES

Music, Athletics, Dramatics, Journalism, Debating

Professional Fraternities and Specialized Clubs

Social Fraternities and Sororities

Attractive Social Rooms, Lobbies, and Lounges

Columbia County Historical Society

State Parks and Recreation Areas

Hunting and Fishing

Town Park with Outdoor Swimming Pool

Community Artists Program

Bowling and Roller Skating

CALENDAR FOR ACADEMIC YEAR 1967-1968*

1967		JUNE				1967	
S	M	T	W	T	F	S	
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1967 SEPTEMBER 1967						
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THE SUMMER SESSIONS

1967

PRE-SESSION

Classes Begin Monday, June 5

Session Ends Friday, June 23

MAIN-SESSION

Classes Begin Monday, June 26

Session Ends Friday, August 4

POST-SESSION

Classes Begin Monday, August 7

Session Ends Friday, August 25

FIRST SEMESTER

1967

Faculty Meetings Saturday, September 9

Registration—Freshmen and
Upperclassmen Monday, September 11

Registration—Upperclassmen Tuesday, September 12

Registration—Evening
Students Tuesday, September 12

Classes Begin at 8:00 a.m. Wednesday, September 13

Registration of Graduate
Students Wednesday, September 13Thanksgiving Recess Begins
at 12:00 noon Tuesday, November 21Thanksgiving Recess Ends
at 8:00 a.m. Monday, November 27

* Subject to change if college adopts the quarter system.

CALENDAR FOR ACADEMIC YEAR 1967-1968*

1967 DECEMBER 1967

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1968 JANUARY 1968

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1968 FEBRUARY 1968

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1968 MARCH 1968

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1968 APRIL 1968

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28	29	30				

1968 MAY 1968

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19	20	21	22	23	24	25
26	27	28	29	30	31	

Christmas Recess Begins

at 12:00 Noon Saturday, December 16

Christmas Recess Ends

at 8:00 a.m. Tuesday, January 2

Classes End for Graduate

Students at 12:00 Noon Saturday, January 20

Final Examination Week

Begins at 8:00 a.m. Monday, January 22

Commencement

..... Thursday, January 25

Final Examination Week Ends

at 12:00 Noon Friday, January 26

First Semester Ends at Noon Friday, January 26

SECOND SEMESTER

1968

Registration Monday, January 29

Classes Begin for all Students Tuesday, January 30

Registration for Evening

Students Tuesday, January 30

Registration for Graduate

Students Thursday, February 1

Classes Begin

for Graduate Students Saturday, February 3

Spring Recess Begins

at 12:00 Noon Friday, March 1

Spring Recess Ends at 8:00 a.m. Tuesday, March 5

Easter Recess Begins

at 5:00 p.m. Wednesday, April 10

Easter Recess Ends at 8:00 a.m. Tuesday, April 16

Final Examination Week

Begins at 8:00 a.m. Monday, May 20

Classes End for Graduate

Students Thursday, May 23

Final Examination Week Ends

at 12:00 Noon Saturday, May 25

Baccalaureate and Commencement Sunday, May 26

Faculty Meeting Monday, May 27

* Subject to change if college adopts the quarter system.

CALENDAR FOR ACADEMIC YEAR 1967-1968*

1968		JUNE					1968
S	M	T	W	T	F	S	
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30							

THE SUMMER SESSIONS

1968

PRE-SESSION

Classes Begin Monday, June 3
 Session Ends Friday, June 21

1968		JULY					1968
S	M	T	W	T	F	S	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31				

MAIN-SESSION

Classes Begin Monday, June 24
 Session Ends Friday, August 2

1968		AUGUST					1968
S	M	T	W	T	F	S	
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11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	

POST-SESSION

Classes Begin Monday, August 5
 Session Ends Friday, August 23

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12 Bloomsburg State College

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14 Bloomsburg State College

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Western Michigan University, A.B.; University of Minnesota, M.A.; Western Reserve University, Ph.D.; Graduate Study, University of Akron, Northwestern University.
- ELLEN L. LENSING *Business Education*
Wisconsin State College, B.Ed.; University of Wisconsin, M.S., Ph.D.
- CYRIL ALBIN LINQUIST *Business Education*
University of Minnesota, B.S.; New York University, M.S.; New York University, Ph.D.
- BARBARA LOEWE *Speech*
Florida Southern University, B.S.; Western Reserve University, M.A.; Graduate Study, University of Denver.
- DAVID J. LOOMIS *Psychology*
Lycoming College, B.A.; Bucknell University, M.A.
- MARY E. MACDONALD *Assistant to the Dean of Women*
University of Michigan, A.B.; Columbia University, A.M.; Graduate Study, Columbia University.

16 *Bloomsburg State College*

- THOMAS MANLEY *Biological Science*
Fairmount State College, B.A.; West Virginia University, M.S.; Graduate Study, Ohio State University, Bucknell University, Yale University.
- LOLA E. MAXWELL *Children's Librarian*
Clarion State College, B.S.; University of Pittsburgh, M.Ed.; Graduate Study, Rutgers University, Pennsylvania State University.
- MRS. MARGARET E. McCERN *Business Education*
Bloomsburg State College, B.S.; Pennsylvania State University, M.Ed.; Graduate Study, Pennsylvania State University.
- LAVERE W. McCLURE *Astronomy*
Mansfield State College, B.S.; University of South Dakota, M.N.S.
- JOANNE E. McCOMB *Health and Physical Education*
Slippery Rock State College, B.S.; Graduate Study, Indiana (Pa.) State College, Pennsylvania State University.
- JAMES A. McCUBBIN *Speech*
Marshall University, A.B.; Western Reserve University, M.A.
- ALOYSIUS J. McDONNELL *Education*
Pennsylvania State University, B.A., M.Ed.; Graduate Study, Pennsylvania State University.
- MICHAEL J. McHALE *Speech*
University of Pittsburgh, A.B.; Western Reserve, M.A.; Graduate Study, Pennsylvania State University.
- ELI W. McLAUGHLIN *Health and Physical Education*
West Chester State College, B.S., M.Ed.
- ROBERT G. MEEKER *English*
Lafayette College, A.B.; University of Scranton, M.A.; Graduate Study, Temple University.
- JACK L. MEISS *Business Education*
Pennsylvania State University, B.S.; Temple University, M.Ed.
- M. BEATRICE METTLER *Health*
Bucknell University, A.B.; University of Pennsylvania, M.A.; Graduate of the Johns Hopkins Hospital School of Nursing, R.N.; Graduate Study, University of Chicago.
- NERINE M. MIDDLESWARTH *Benjamin Franklin Laboratory School*
Bloomsburg State College, B.S.; Pennsylvania State University, M.Ed.; Graduate Study, Pennsylvania State University.
- NELSON A. MILLER *Music*
Indiana (Pa.) State College, B.S.; Pennsylvania State University, M.Ed.; Graduate Study, University of Pittsburgh, Pennsylvania State University.
- ROBERT C. MILLER *Director of Graduate Studies*
California State College, B.S.; University of Pittsburgh, M.Ed.; Ed.D.
- SCOTT E. MILLER *Assistant Reference Librarian*
University of Pittsburgh, A.B., M.A., M.L.S.
- CLARENCE A. MOORE *Health and Physical Education*
Tarkio College, A.B.; University of Alabama, M.A.; University of Alabama, Ph.D.
- JOSEPH E. MUELLER *Mathematics*
Butler University, B.S.; University of Illinois, M.S.; Graduate Study, Manhattan College, University of Illinois.

- GEORGE W. NEEL *French*
 Glassboro State College, B.S.; University of Aix-Marseille, Diploma (French); University of Heidelberg, Diploma (German); Graduate Study, University of Pennsylvania, Princeton University.
- CRAIG A. NEWTON *History*
 University of Pennsylvania, B.A.; Southern Illinois University, M.A.; Western Reserve University, Ph.D.
- ROBERT G. NORTON *Education*
 Slippery Rock State College, B.S.; University of Pittsburgh, M.Ed.; Graduate Study, University of Pittsburgh.
- RONALD W. NOVAK *Mathematics*
 California State College, B.S.; University of Pittsburgh, M.Ed.; Graduate Study, University of West Virginia.
- CLINTON J. OXENRIDER *Mathematics*
 Bloomsburg State College, B.S.; Pennsylvania State University, M.A.
- CONRADO PASCUAL, Jr. *Economics*
 University of the Philippines, A.B.; University of Pennsylvania, M.A.
- JAMES W. PERCEY *Political Science*
 University of Pennsylvania, A.B.; Rutgers University, M.A.; Graduate Study, University of California at Los Angeles.
- THADDEUS PIOTROWSKI *Audio-Visual Education*
 California (Pa.) State College, B.S.; Pennsylvania State University, M.Ed.; Graduate Study, Pennsylvania State University, Syracuse University.
- DEAKE G. PORTER *Economics*
 Amherst College, A.B.; Yale University, M.A.; Graduate Study, Yale University.
- H. BENJAMIN POWELL *History*
 Drew University, A.B.; Lehigh University, M.A.; Graduate Study, Lehigh University.
- DONALD L. PRESTON *Geography*
 Syracuse University, B.A.; University of Oklahoma, M.A.
- RONALD EUGENE PUHL *Health and Physical Education*
 Lock Haven State College, B.S.; West Chester State College, M.A.
- DONALD D. RABB *Biological Science*
 Bloomsburg State College, B.S.; Bucknell University, M.S.; Colorado University, Pennsylvania State University, Ed.D.; Graduate Study, Syracuse University, University of Colorado, Duke University, North Carolina State University.
- FRANCIS J. RADICE *Business Education*
 Bloomsburg State College, B.S.; Pennsylvania State University, M.Ed.; Graduate Study, Pennsylvania State University, Bucknell University.
- MARGARET READ-LAUER *English*
 University of Michigan, A.B.; Indiana University, M.A.; Graduate Study, Indiana University.
- GWENDOLYN REAMS *Catalog Librarian*
 University of Alabama, A.B.; George Peabody College, M.A.; Graduate Study, University of North Carolina, University of Alabama, Syracuse University.
- CHARLES R. REARDIN *Mathematics*
 Duke University, A.B.; Montclair State College, M.A.; Graduate Study, Paterson (N.J.) State College, Tulane University.

18 *Bloomsburg State College*

- HERBERT H. REICHARD *Physics*
Pennsylvania State University, B.S., M.S.; University of Michigan, M.A.; Graduate Study, Lehigh University, Harvard University, Pennsylvania State University, Temple University, Rutgers University.
- JAMES T. REIFER *Special Education*
Shippensburg State College, B.S.; Pennsylvania State University, M.Ed.
- EMILY A. REUWSAAT *Coordinator of Teaching Mentally Retarded*
Iowa State College, A.B., M.A.; University of Nebraska, Ed.D.
- STANLEY A. RHODES *Biological Science*
University of Virginia, B.S., M.A.; Graduate Study, Duke University, Williams College, Colorado State University.
- ALVA W. RICE *English*
Madison College, B.S.; George Washington University, Indiana University, M.A.; Graduate Study, University of Kentucky, University of Oslo, University of London.
- ROBERT D. RICHEY *Speech*
Ohio State University, A.B., M.A.
- JORDAN RICHMAN *English*
Brooklyn College, B.A.; New York University, M.A.; Graduate Study, University of New Mexico.
- PAUL S. RIEGEL *Dean of Students*
Middlebury College, A.B.; Teachers College, Columbia University, M.A., Ed.D.
- KENNETH A. ROBERTS *Benjamin Franklin Laboratory School*
Bloomsburg State College, B.S.; Bucknell University, M.S.; Graduate Study, Pennsylvania State University, Bucknell University.
- WILLIAM C. ROTH *English*
Syracuse University, A.B.; University of Pennsylvania, M.A.; Graduate Study, University of Missouri.
- SUSAN RUSINKO *English*
Wheaton College, B.A.; Pennsylvania State University, M.A.; Graduate Study, University of Minnesota, Columbia University.
- WALTER S. RYGIEL *Business Education*
Temple University, B.S., M.Ed.; Graduate Study, Temple University, University of Pennsylvania, Pennsylvania State University, Bucknell University.
- ROBERT G. SAGAR *Biological Science*
Ohio State University, B.S., M.S.; Graduate Study, Ohio State University.
- WILFRED SAINT, Jr. *Sociology*
Kentucky Wesleyan College, B.A.; Boston University, M.A., S.T.B.; Graduate Study, University of Maryland.
- MERRITT WILLIAM SANDERS *Psychology*
Drew University, A.B., B.D.; New York University, Ph.D.
- MARTIN A. SATZ *Psychology*
University of Minnesota, B.A., M.A.; University of Washington, Ph.D.; Public School Psychologist.
- RICHARD C. SAVAGE *English*
University of North Carolina, B.A.; Columbia University, M.A.; Graduate Study, University of Edinburgh, Scotland.

- TOBIAS F. SCARPINO *Physical Science*
Kutztown State College, B.S.; Bucknell University, M.S.; Graduate Study, Princeton University, Pennsylvania State University, Bucknell University.
- RICHARD SCHERPEREEL *Art*
University of Notre Dame, B.F.A.; McMurry College, M.Ed., University of Notre Dame, M.F.A.; George Peabody College, Ed.D.
- BERNARD J. SCHNECK *Sociology*
University of Scranton, A.B.; West Virginia University, A.M.; Graduate Study, Ohio State University.
- SEYMOUR SCHWIMMER *Philosophy*
City College of New York, B.S.S.; Teachers College, Columbia University, M.A.; Graduate Study, Columbia University, New York University.
- JOHN S. SCRIMGEOUR, Jr. *Director of Financial Aid and Placement*
Bloomsburg State College, B.S.; Pennsylvania State University, M.Ed.
- GILBERT R. W. SELDERS *Reading Specialist*
Pennsylvania State University, B.A., M.Ed., Ed.D.
- REX E. SELK *Physical Science*
Knox University, A.B.; State University of Iowa, M.S.; Graduate Study, University of West Virginia, State University of Iowa, Ohio University, Emory University.
- JOHN J. SERFF *History*
Shippensburg State College, B.S.; Pennsylvania State University, M.Ed., Ph.D.
- CECIL C. SERONSY *English*
University of Virginia, B.A.; Harvard University, M.A., Ph.D.
- LOUISE SERONSY *Psychology*
Fort Hays Kansas State, B.S.; George Peabody College, B.A.; Purdue University, Ph.D.
- THEODORE SHANOSKI *History*
East Stroudsburg State College, B.S.; Ohio University, M.A.; Graduate Study, Temple University.
- MRS. RUTH D. SMEAL *Circulation Librarian*
Bloomsburg State College, B.S.; Marywood College, M.S.L.S.; Graduate Study, Pennsylvania State University.
- RICHARD M. SMITH *Speech Correction*
Edinboro State College, B.S.; Temple University, M.A.
- ROBERT R. SOLENBERGER *Sociology*
University of Pennsylvania, A.B., M.A.; Graduate Study, University of Pennsylvania.
- MARGARET C. SPONSELLER *Elementary Education*
Indiana State College, B.S.; Pennsylvania State University, M.Ed., Ed.D.
- JANET STAMM *English*
Mount Holyoke College, A.B.; University of Pennsylvania, M.A., Ph.D.
- WILLIAM B. STERLING *Geography*
Plattsburgh (N.Y.) State Normal School, Diploma; University of Buffalo, B.S.; Syracuse University, M.S.; Flight Instructor's Rating. Designated Flight Examiner No. 3499 (C.A.A.); United Air Lines Pilot School, Cheyenne, Wyoming; Pennsylvania State University, Ed.D.

20 Bloomsburg State College

- EDWARD W. STEVENS, Jr. *English*
University of Buffalo, A.B.; University of Pennsylvania, M.A.
- GEORGE G. STRADTMAN, Sr. *Mathematics*
Millersville State College, B.S.; Temple University, Ed.M.; Graduate Study, Pennsylvania State University, Temple University, Union College.
- GERALD H. STRAUSS *English*
University of Pennsylvania A.B.; Columbia University, M.A.; Graduate Study, University of Missouri, University of Pennsylvania.
- THOMAS G. STURGEON *English*
Westminster College, A.B.; Harvard University, M.A., Ph.D.
- DAVID A. SUPERDOCK *Physical Science*
Bloomsburg State College, B.S.; Pennsylvania State University, M.Ed.; Graduate Study, Bucknell University.
- ANTHONY J. SYLVESTER *History*
Newark College of Rutgers University, A.B.; Rutgers University, M.A.; Graduate Study, University of Chicago.
- WILBERT A. TAEBEL *Chemistry*
Elmhurst College, B.S.; University of Illinois, M.S.; University of Illinois, Ph.D.
- LOUIS F. THOMPSON *English*
Columbia College, A.B.; Lehigh University, M.A., Ph.D.
- S. LLOYD TOUMEY *Director of Business Education*
Ball State College, B.S.; University of Georgia, M.Ed., Ed.D.
- MORDECAI D. TREBLOW *Chemistry*
University of Pennsylvania, A.B.; Pennsylvania State University, M.S.; Graduate Study, St. Joseph's College.
- HENRY C. TURBERVILLE, Jr. *Physical Education*
University of Alabama, B.S., M.A.
- GEORGE A. TURNER *History*
Eastern Illinois University, B.S., M.S.; Graduate Study, Indiana University.
- DONALD A. VANNAN *Elementary Education*
Millersville State College, B.S.; Pennsylvania State University, M.Ed., Ed.D.
- EARL W. VOSS *Health and Physical Education*
West Chester State College, B.S.; Temple University, M.Ed.; Graduate Study, Temple University.
- E. PAUL WAGNER *Psychology*
Pennsylvania State University, B.S., M.Ed., Ed.D.; Public School Psychologist.
- JOHN L. WALKER *Director of Admissions*
Westminster College, B.B.A., M.S.; Graduate Study, University of Pittsburgh.
- ANDREW L. WALLACE *History*
Purdue University, B.S.; Claremont Graduate School, M.A.; Graduate Study, University of Arizona, Claremont Graduate School, University of Pennsylvania.
- ROBERT DANIEL WARREN *History*
Appalachian State Teachers College, B.S.; Georgetown University, M.A., Ph.D.

- LYNN A. WATSON *Education*
Shippensburg State College, B.S.; Pennsylvania State University, M.Ed.
- JAMES B. WATTS *Head Librarian*
Birmingham-Southern, A.B.; George Peabody College, M.A., Graduate Study, University of Illinois.
- RICHARD P. WETTSTONE *Assistant to Dean of Men*
Pennsylvania State University, B.S., M.Ed.
- NORMAN E. WHITE *Chemistry*
Wittenberg University, A.B.; University of Pennsylvania, M.S., Ph.D.
- CHRISTINE T. WHITMER *Spanish*
Ball State University, B.A.
- JAMES R. WHITMER *History*
Ball State Teachers College, B.A.; M.A.; Graduate Study, Ball State Teachers College.
- MRS. ELIZABETH B. WILLIAMS *Assistant to Dean of Women*
Slippery Rock State College, B.S.; Pennsylvania State University, M.Ed.; Graduate Study, Syracuse University.
- KENNETH T. WILSON, Jr. *Art*
Edinboro State College, B.S.; Pennsylvania State University, M.A.; Graduate Study, Pennsylvania State University.
- MARY E. WRAY *Health and Physical Education*
Lake Erie College, A.B.; Pennsylvania State University, M.S.; Graduate Study, University of Pittsburgh, Pennsylvania State University.
- JANICE M. YOUSE *Speech*
Temple University, A.B.; Graduate Study, Temple University.

FACULTY EMERITI

- MRS. LUCILE J. BAKER (Retired May, 1956) *Benjamin Franklin School*
- HOWARD F. FENSTEMAKER (Retired May, 1963) *Chairman, Department of Foreign Languages*
- JOHN J. FISHER (Retired May, 1951) *Psychology*
- WILLIAM C. FORNEY (Retired May, 1959) *Business Education*
- EDNA J. HAZEN (Retired Jan., 1958) *Director of Elementary Education*
- MARGUERITE W. KEHR (Retired June, 1953) *Dean of Women*
- KIMBER C. KUSTER (Retired May, 1962) *Chairman, Department of Science*
- PEARL L. MASON (Retired May, 1945) *Librarian*
- LUCY McCAMMON (Retired Jan., 1958) *Physical Education*
- ETHEL A. RANSOM (Retired Jan., 1954) *Mathematics*
- EDWARD A. REAMS (Retired May, 1952) *Social Studies*
- H. HARRISON RUSSELL (Retired May, 1951) *Geography*
- J. ALMUS RUSSELL (Retired May, 1965) *English*
- MRS. ANNA GARRISON SCOTT (Retired May, 1956) *Benjamin Franklin School*
- GRACE H. WOOLWORTH (Retired May, 1956) *Benjamin Franklin School*
- C. M. HAUSKNECHT (Retired July, 1950) *Business Manager*

BLOOMSBURG STATE COLLEGE HISTORY

PRINCIPALS

Henry Carver	1869—1871
Charles G. Barkley	Dec. 20, 1871—March 27, 1872
John Hewitt	March 27, 1872—June, 1873
T. L. Griswold	1873—1877
D. J. Waller, Jr.	1877—1890
Judson P. Welsh	1890—1906
D. J. Waller, Jr.	1906—1920

PRESIDENTS

Charles H. Fisher	1920—1923
G. C. L. Riemer	1923—1927
Francis B. Haas	1927—1939
Harvey A. Andruss	1939—

Bloomsburg State College traces its beginning to 1839 when a private academy was opened in Bloomsburg. During the next two years, under the leadership of C. P. Waller, a graduate of Williams College, it became a successful and well-established school. After Mr. Waller left in 1841, the academy continued through varied fortunes until 1856, when it was chartered and incorporated as the Bloomsburg Literary Institute.

The following decade, including the critical years of the Civil War, was a period of struggle for the Institute, but in 1866 the election of Professor Henry Carver as principal brought a change. Under his strong leadership the early policies of the school were established and a building to house 300 students was erected. This building, the present Carver Hall, was dedicated, with gala observance by the townspeople, on April 4, 1867. Members of the first class at the new school — D. J. Waller, Jr., George E. Elwell, and Charles Unangst — by popular subscription raised \$1,200 in a single week for the bell, which formerly called the students to classes.

In the autumn of the same year, a view of the new school on the hill "ablaze with lights" suggested to John P. Wickersham, State Superintendent of Public Instruction, that the location would be ideal for a State Normal School whose establishment in the Sixth District was then pending. After necessary negotiations, official action, and the construction of a new dorm-

itory, the school became the Bloomsburg Literary Institute and State Normal School on February 19, 1869.

The next eight years were trying ones that included the resignation of Professor Carver, two interim principalships under Charles G. Barkley (1871-1872) and the Reverend John Hewitt (1872-1873), a fire that totally destroyed the dormitory, and the short-term principalship of Dr. T. L. Griswold (1873-1877). But in Dr. Griswold's administration the school did begin paying expenses and did construct a new dormitory, the original part of the present Waller Hall. The installation of Dr. D. J. Waller, Jr., in 1877 as principal brought thirteen years of stability and growing prosperity to the school. While he was principal, the Model School and the east wing of the dormitory were built.

Dr. Judson P. Welsh succeeded as principal in 1890, when Dr. Waller resigned to become State Superintendent of Public Instruction. Additions to the four-story dormitory and to the gymnasium were built under Dr. Welsh, and Science Hall was opened in 1906, shortly after his resignation.

Dr. D. J. Waller, Jr., returned as principal in 1906. In 1916 the Bloomsburg Literary Institute and State Normal School was purchased by the Commonwealth of Pennsylvania and became the Bloomsburg State Normal School. In 1920, at the age of 74, Dr. Waller retired.

The emphasis of instruction at the Normal School was changed by its next principal, Dr. Charles H. Fisher (1920-1923), from secondary and college preparatory work for special teachers to full-time education of teachers. Dr. G. C. L. Riemer followed Dr. Fisher as principal and remained in office until the institution became a State Teachers College in May, 1927.

Under the administration of Dr. Francis B. Haas (1927-1939), the college made great advancements in the program of teacher education and in the physical plant. Eighteen acres of land were added to the school's property; several buildings were constructed, including a laundry, the Elementary Training School, the Gymnasium, the Junior High School, and the Shop and Maintenance Building; and other construction work was completed. Dr. Haas resigned in August, 1939, to assume, for the second time, the duties of State Superintendent of Public Instruction for Pennsylvania.

Dr. Harvey A. Andruss, who had organized and directed the Department of Business Education and had served as Dean of Instruction from 1937-1939,

was appointed to succeed Dr. Haas as president. During the next two decades of hot and cold wars, the campus was enlarged, new buildings were added, and the number of students and faculty was trebled or quadrupled.

Early in 1960, Bloomsburg became a State College. In the same year, the college celebrated the Thirtieth Anniversary of the Division of Business Education, received continuing accreditation from the Middle States Association as a degree-granting institution, and was approved by the State Council of Education to inaugurate a program of graduate studies leading to the Master of Education degree, beginning in June, 1961. The scope of curriculum offerings was broadened in May, 1962, when the college received permission from the State Council of Education to grant the Bachelor of Arts degree in the Humanities, the Natural Sciences, and the Social Sciences.

The college year 1964-1965 was highlighted by a year-long observance of the 125th anniversary of the founding of the college and the 25th anniversary of the administration of President Harvey A. Andruss; 1964 also marked the ninety-fifth year of teacher education at Bloomsburg. An impressive series of special events, programs, convocations, and publications marked these milestones of educational progress and distinguished service to the Commonwealth of Pennsylvania.

According to plans being developed by President Andruss, Bloomsburg State College should have instructional facilities to accommodate 5,600-6,000 during the next decade.

Benjamin Franklin Building





Aerial View of Campus

CAMPUS AND BUILDINGS

CAMPUS

MAIN CAMPUS, which currently contains all facilities for living, learning, and recreation, consists of approximately 60 acres and is bound by Penn Street, Second Street, and Light Street Road. A recently purchased tract of 68 acres of land, which was formerly the Bloomsburg Country Club, is located north of Light Street Road, a short distance from the Main Campus. This area has a magnificent view and will eventually provide sites for all varsity intercollegiate athletic activities, as well as parking areas, dormitories, classroom buildings, and related facilities. The Bloomsburg State College campus overlooks the town of Bloomsburg and the picturesque Susquehanna River. The many new buildings intermingled with the older buildings reflect the growth of the institution.

BUILDINGS

CARVER HALL, named for Henry Carver, the first principal, stands at the entrance to the college campus. Built in 1867, it is the oldest of the college buildings. Its white bell tower and pillared entrance form an inviting approach to the campus. The building contains an auditorium which seats 900 and a number of administrative offices including those of the President, the Assistant to the President, the Registrar, the Director of Placement and Financial Aid, and the Business Manager.

NOETLING HALL, named for William Noetling, the Head of the Department of Pedagogy from 1877-1900, is located directly behind Carver Hall. On the first floor are housed classrooms, faculty offices, and the Public Relations Office. Classrooms and faculty offices are located on the second floor.. This building will be demolished during the summer of 1967 to provide part of the site necessary for the construction of a new dining hall-kitchen.

WALLER HALL, the oldest dormitory on campus, was named for Dr. D. J. Waller, Jr., principal of the college for twenty-seven years. It is four stories high with a frontage of 165 feet and a wing span enclosing a patio and fountain, which are fronted by Long Porch, a familiar campus landmark and gathering place over the years. The ground floor contains a lobby, the guest suite, the College Store, Duplicating Room, and offices for the Dean of Instruction, the Dean of Students, the Director of Secondary Education, the Comptroller of Community Activities, the Alumni Association, the Superintendent of Buildings and Grounds. The spacious lobby, with the comfortable furniture, is a favorite meeting place and is frequently used for art exhibits. Faculty and student mailboxes and the central telephone exchange are also located in this building.

The second, third, and fourth floors provide housing accommodations for approximately 400 students. The Infirmary, with registered nurses in attendance, and offices for department heads are located on the second floor.

ALUMNI ROOM, located on the first floor of Waller Hall, is furnished as a reception room for alumni and faculty. College trophies are displayed in this room, as well as two beautiful tapestries embroidered with the college seal.

FACULTY LOUNGE, situated adjacent to the Alumni Room in Waller Hall, is an attractively furnished room reserved for faculty. It contains lounge chairs, sofas, and an apartment-style kitchen unit. Faculty committees frequently meet in this room.

HUSKY LOUNGE, a former gymnasium, adjoins Waller Hall on the northwest side. In addition to the Snack Bar tables, and booths, there is a battery of vending machines which provide a wide selection of food and beverages for students. "Husky" is one of the most popular meeting places on campus. The office of the College Community Government Association is located near the main entrance of Husky Lounge. An extension of the Husky Lounge, recently established in part of the former library area in Waller Hall, provides an attractive television lounge.

SCIENCE HALL, built in 1906, contains classrooms, lecture rooms, faculty offices, the Maroon and Gold Office, and the Day Men's Lounge. Originally built for science classes, the building has been used more recently as a general classroom building. It is also the headquarters for the Music Department, the Maroon and Gold Band, and the various musical organizations on campus. The Day Men's Lounge is furnished and equipped to supply a restful atmosphere for the commuting men students. This building will be demolished in 1968 to furnish a site for a women's residence hall.

BENJAMIN FRANKLIN, which, since 1930 has provided facilities for demonstrations and experimentation for elementary grades and has been a student teaching center for many years, was phased out at the end of the 1966-67 college year. Beginning in September, 1967, the building will be used for college classes and will house the offices of the Director of Admissions, the Director of the Elementary Division and the Obiter. The Day Women's Lounge and the Data Processing Center occupy several large areas in the basement.

NAVY HALL was made available to the United States Navy for its V-12 Officer Training Program during World War II. It contains eleven classrooms as well as faculty offices. In 1961 the ground floor was completely

remodeled to provide facilities for the Department of Special Education. This area includes clinics for Speech and Hearing therapy, reading improvement, and psychological services. A large area designed for group activities and clinical observation augments the more specialized functions of the department. Two language laboratories are located on the first floor along with an Arts and Crafts Center.

COLLEGE COMMONS, a dining hall built in 1956, accommodates 800 students who dine at tables with places for eight; a continuous glass wall on the south side of the building creates a light and airy atmosphere for its beautifully decorated interior. A partially underground passage connects the lobby of Waller Hall with the Commons. The latest facilities in cooking and refrigeration are used to provide a tasteful selection of food prepared by a national catering service.

NORTH HALL, a three story men's dormitory completed in 1960, has complete facilities for 200 men. A large lounge and TV room is located on each floor with food vending machines in the ground floor lounge. The building also houses the office and living quarters of the Dean of Men. Coin-operated machines provide complete laundry facilities.

SOUTH HALL, a four story dormitory for 300 men, is scheduled for completion in September, 1967. Located on the former site of Old North Hall, the new structure will have lounge and recreation areas, post office boxes, an intercommunication system, storage areas, study rooms, administrative offices, and an apartment for a resident counselor.

EAST HALL AND WEST HALL, two dormitories with accommodations for 500 women, were occupied for the first time in September, 1964. Each residence hall, divided into four wings, is four stories high with fully automatic hydraulic elevators. Special features include large recreation rooms, lounge areas on each floor, post office boxes, intercommunication systems, storage areas for luggage, and well-furnished study rooms. Each dormitory has offices and living quarters for a dean or resident counselor.

CENTENNIAL GYMNASIUM is located on East Second Street at the top of the hill. This building contains a large main gymnasium seating 1,200 to 2,000, two auxiliary gymnasiums, locker rooms, swimming pool, athletic offices, and complete office and classroom facilities for the Department of Health and Physical Education. The Director of Athletics and the nine varsity

athletic teams at Bloomsburg State College will continue to use Centennial Gymnasium as their headquarters until the new gymnasium-field house is completed on the upper campus.

SUTLIFF HALL, named for William Boyd Sutliff, a former Dean of Instruction, is adjacent to Centennial Gymnasium and has fourteen classrooms plus faculty offices. The first floor houses classrooms and laboratories for the teaching of science courses and eight specialized classrooms are located on the second floor for instruction in business education. The offices of the Directors of the Business Education Division and the Graduate Studies Division are also located on the second floor.

LIBRARY, completed in August, 1966, is located near Navy Hall and the Benjamin Franklin Laboratory School. This building includes seating for 575 student readers, shelving for 150,000 volumes, two general classrooms, a seminar room, a curriculum materials center, and special facilities for audio-visual education. The library, which was constructed at a cost in excess of \$1,000,000, is completely air-conditioned.

AUDITORIUM is located at the end of Spruce Street near Navy Hall and is air-conditioned. When completed in May, 1967, it will have a main floor and balcony seating 2,000 people, a projection room, classrooms and specialized work and practice rooms for music and drama groups, lounges, areas for exhibits and display purposes, and offices for faculty.

PRESIDENT'S RESIDENCE, located on Light Street Road at the northeast end of the main campus, was originally the home of U.S. Senator Buckalew from 1863-1869. The surrounding area is attractively landscaped to further enhance the architectural structure.

HEATING PLANT, situated on the northwest corner of the campus, has been recently enlarged and fully modernized to take care of the increased needs of the present and proposed building additions.

LAUNDRY, located between East Hall and North Hall, provides the best modern equipment for handling the laundry needs of the college.

MAINTENANCE BUILDING is a modern brick building adjacent to the laundry and is used for maintenance and storage purposes.

BLOOMSBURG PLANS FOR THE FUTURE

Shortly before 1960, Dr. Harvey A. Andruss, President of Bloomsburg State College, announced the approval of a campus plan to accommodate 3,000 students by 1970 on the main campus of approximately sixty acres.

The demand for higher education opportunities by an increasing number of young people in Pennsylvania led to a revision in the campus plan providing facilities for 5,600 students by 1972. The recent acquisition of the 68 acres which comprised the golf course of the former Bloomsburg Country Club more than doubled the total campus site.

Plans for the future indicate living, learning, and recreation areas on the lower or main campus for an enrollment of 4,000-4,200 students. The lower portion of the main campus, the Living Area, will include dormitories for 2,400 resident students and two dining halls to serve 3,000 persons; the heating plant, the laundry, a maintenance building, and Carver Hall, an administration building, are also located in the Living Area.

The Learning Area will consist of the library, the auditorium, and six buildings for classrooms and laboratories. The gymnasium and playing fields for health and physical education classes and for recreation will dominate the Recreation Area in the upper portion of the main campus. This area will also provide sites for an administration building, a maintenance building, and the president's residence.

With the exception of Carver Hall, all buildings constructed before 1930 will be demolished to provide sites for modern structures to meet the needs of increased enrollments.

The former Country Club property or upper campus, a beautiful hilltop site, will provide locations for the new gymnasium-field house, playing fields for outdoor varsity intercollegiate athletic contests, dormitories and a dining hall for 1,200-1,400 resident students, classroom and laboratory buildings to educate 1,800-2,000 students, and areas for student recreation activities.

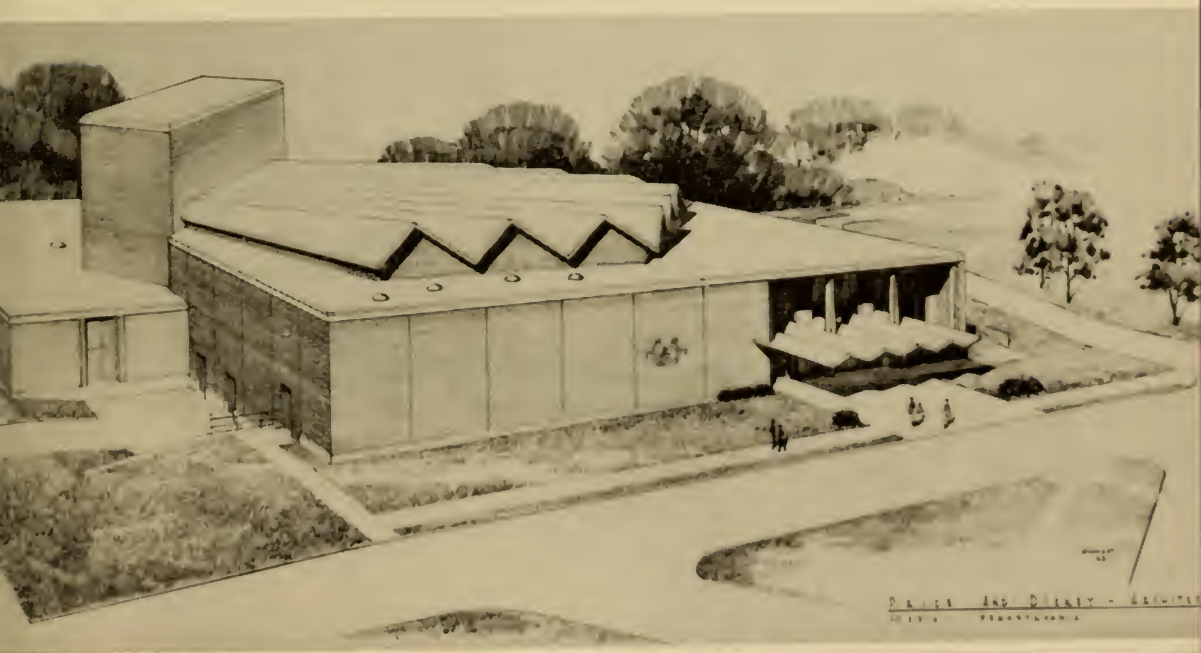
The first step to be completed in the expanded program of construction was the doubling of the heating plant capacity and the replacement and extension of utilities at a cost of nearly one million dollars. Three months later, in September, 1964, two new residence halls were occupied for the first time by

500 women students. A million dollar library building, completely air-conditioned, was opened in September, 1966.

Programmed construction currently involves nearly 17.5 million dollars. This consists of projects which are being designed, others on which construction is about to begin, and several which are already being constructed. Ground was broken during the summer of 1965 for the auditorium which is scheduled for occupancy in May, 1967. Work began in December, 1965, on a half million dollar extension of utilities to service new and existing buildings, and in August, 1966, Old North Hall was demolished to make way for a dormitory to house 300 men by September, 1967.

Bids were received in October, 1966, for a \$3,000,000 dormitory to house 672 men, and plans have been completed for a \$2,000,000 science and classroom building. Both structures are to be ready for use in September, 1968. Design work has begun on the new athletic field, a dining hall and kitchen to seat 1,000 and feed 2,000 students, a student center, parking areas, a dormitory for 400 women, and a classroom building. Architects are soon to be appointed for a gymnasium-field house, a maintenance building-garage, and another extension of utilities. Funds have been requested for additional parking areas, roads, and land purchases for an administration, fiscal, and supply building, and for site development and recreational areas.

Long-range planning indicates a need for dormitories to house an additional 1,500 students, six classroom buildings, and expansion of the library. These are the facilities necessary to accommodate 6,000 students by 1980.



UNIFORM FEES, DEPOSITS, AND REPAYMENTS IN PENNSYLVANIA STATE COLLEGES

(Subject to Change without Notice)

A. UNIFORM FEES

I. COMMUNITY ACTIVITIES FEE

A fee to be determined by each institution will be collected from all students and administered under regulations approved by the Board of Trustees through a cooperative organization. This fee will cover the cost of student activities in athletics, lectures, entertainments, student publications, accident insurance, et cetera. Students taking extension courses, or regular session students taking less than nine credit hours, may secure the benefits of the Community Activities Program by the payment of the Community Activities Fee.

II. BASIC FEES

1. Semester of eighteen weeks:

(a) A basic fee for each student in each curriculum is charged as follows:

SEMESTER FEES

	<u>Regular</u>	<u>Special</u>	<u>Totals</u>
Elementary Education	\$125.00	(none)	\$125.00
Secondary Education	125.00	(none)	125.00
Business Education	125.00	\$12.00	137.00
Special Education	125.00	10.00	135.00
Arts and Sciences	125.00	(none)	125.00

This fee is fixed by the Board of Trustees as necessary for the proper operation of the College as provided in Section #2008 of the School Laws of Pennsylvania.

(b) Students taking nine or less credit hours shall pay at the rate of \$12.50 per credit hour; students taking ten or more credit hours shall pay the regular basic fees; basic fees for special curriculum shall be prorated on the basis of an eighteen credit hour load.

- (c) Students taking extension courses shall pay at the rate of \$12.50 per credit hour, provided that the regular fees for special curriculums shall be pro rated on the basis of an eighteen credit hour load.

2. *Summer Sessions:*

- (a) \$12.50 per credit hour (Teacher Education); \$12.50 per credit hour (Arts and Sciences); out-of-state students, \$20.00 per credit hour. (See paragraph VI—*Fees for Out-of-State Students*). A minimum fee of \$37.50 will be charged for Pennsylvania students and \$60.00 for out-of-state students.
- (b) In addition to the above fees, students in the special curriculums will be required to pay a fee to cover the cost of materials, supplies, equipment, and special services used in the laboratories or clinics of the special curriculums.

Business education fee—\$2.00 per three-week session.

Special Education Fee—\$5.00 per three-week session.

- (c) Students enrolled for periods of instruction differing from the schedule pay fees in addition on a pro rata basis of the schedule of fees provided for the regular three-weeks summer session.

III. HOUSING FEES

- 1. Housing rate for students shall be \$153.00 per one-half semester and \$51.00 for a three-weeks summer session. This includes rooms and meals.
 - (a) Students expecting to occupy dormitory rooms in September must pay \$153.00 (one half of the housing fee for a semester) before August 15. The remainder, \$153.00, may be paid before November.
 - (b) For the purpose of meeting the requirements in those colleges where off-campus rooming students board in the college dining room, the housing rates shall be divided as follows: \$8.00 for room and \$9.00 for table board.

- 2. The rate for transient meals and lodging shall be:

breakfast, \$.60; lunch, \$.85; dinner, \$1.25; room, \$1.50.

IV. DAMAGE FEE

Students shall be responsible for damages, breakage, loss, or delayed return of college property.

V. INFIRMARY FEE

After three days in the college infirmary, boarding students shall be charged an additional \$1.00 for each day in excess of that period.

Day students who may be admitted to the infirmary shall pay board at the rate of \$3.00 a day, starting with the first day. This charge includes the regular nurse and medical service, but does not include special nurse or special medical service.

VI. FEES FOR OUT-OF-STATE STUDENTS

Students whose legal residence is out of the State of Pennsylvania shall be charged at the rate of \$20.00 per semester hour of credit.

If out-of-state students are enrolled in a special curriculum, they shall pay the special fees as found in II, 1-a, in addition to the regular fee of \$20.00 per semester hour of credit, as stated in the preceding paragraph.

VII. DEGREE FEE

A fee of \$5.00 shall be paid by each candidate for a degree to cover the cost of diploma.

VIII. RECORD OF TRANSCRIPT FEE

One dollar (\$1.00) shall be charged for the second and each subsequent transcript of records.

IX. DELINQUENT ACCOUNTS

No student shall be enrolled, graduated, or receive a transcript of his record until all previous charges have been paid.

X. FEE FOR LATE REGISTRATION AND/OR COURSE CHANGE

Each student completing registration or requesting a change of course or courses after the date officially set for registration may be required to pay a late registration or change of registration fee of \$10.00, effective September 1, 1967.

XI. SCHEDULE CHANGE FEE

A \$2.00 fee for students who, once they have conferred with the scheduling officer and have decided on their schedules, change their class schedules for personal or other considerations.

XII. SPECIAL CLINICAL SERVICES

1. Diagnostic evaluation of reading skills which includes selected standardized reading tests, Lavell Hand-Eye Co-Ordination Test, and telebinocular examination—\$15.00.

2. Reading Clinic Services daily for one hour for a six-week period—\$20.00.

3. Reading Clinic Services twice a week per semester—\$25.00.

B. DEPOSITS

(Subject to Change without Notice)

An Application Fee of \$10.00, payable to the Commonwealth, shall be made by all applicants; this amount shall be paid when the student requests registration. It is not repayable.

When a student is approved for admission to the college, the following fee must be paid:

- 1) An Advance Registration Fee of twenty-five dollars (\$25.00). This fee is payable to the Commonwealth of Pennsylvania, and is credited to basic fees. It is not refundable.
- 2) A Community Activities Fee of fifty dollars (\$50.00). This fee is payable to Community Activities, and represents the Community Activities Fee for the year.

Students who were not in attendance in a prior semester, when re-admitted to college, are required to pay the Advance Registration Fee and the Community Activities Fee.

Returning students shall pay a deposit of \$50.00, payable to Community Activities, in advance of their registration.

If any fees other than the Activities Fees are paid by bank drafts, post office orders, or checks, they must be made out for the exact amount which is being paid, and drawn payable to the order of the Commonwealth of Pennsyl-

vania. All post office orders paying such fees must be drawn on the Post Office at Harrisburg, Pennsylvania. If the Activities Fee is not paid in cash, a separate order must be drawn payable to Community Activities. Post office orders for these fees must be drawn on the Post Office at Bloomsburg.

Any other inquiries relating to fees should be addressed to Mr. Paul G. Martin, Business Manager, Bloomsburg State College, Bloomsburg, Pennsylvania.

NO OTHER FEES OR DEPOSITS, OTHER THAN AS SPECIFIED ABOVE, MAY BE CHARGED BY A STATE COLLEGE.

C. REFUND AND REPAYMENT POLICY

I. The Application Fee will not be refunded *for any reason whatsoever*.

II. The Advance Registration Fee of \$25.00 will not be refunded *for any reason whatsoever*.

III. The Community Activities Fee

A. Repayment Policy. All requests for repayment of the Community Activities Fee must be in writing in the Office of the Comptroller of Community Activities before September 1, if the repayment involves the following college year, or February 1, if only the second semester is involved.

1. Freshmen and/or New Incoming Students

a—A repayment of \$50.00 will be granted to Freshmen or new incoming students who have had the offer of admission withdrawn by the college, have been inducted into the Armed Forces, or prevented from enrollment because of illness as certified by a physician. This is not an automatic policy and persons so affected must make written application to the Comptroller of Community Activities before September 1.

b—If a Freshman or other new incoming student decides not to come to Bloomsburg for reasons of his own, he will be granted a repayment of \$25.00 if he makes written application to the the Comptroller of Community Activities before September 1.

2. Students who have completed at least one semester and paid a full year's Community Activities Fee in advance, assuming they plan to return in the fall.

a—Any student who has completed at least one semester at Bloomsburg State College and paid the following year's Community Activities Fee in advance and then decides not to return to Bloomsburg will receive a repayment of the full \$50.00 if written request is received by September 1, or \$25.00 for the second semester, if written request is received by February 1.

B. Refund Policy

1. Students who, once having begun classes in the fall, do not complete the school year.

a—Any student temporarily suspended, indefinitely suspended, or dismissed for academic failure during the college year will not receive a refund of any portion of the fee for the semester so involved.

b—If a student voluntarily withdraws from the college before the first nine weeks period ends, in the first semester, he may receive a refund of \$12.50 for the second nine weeks plus \$25.00 for the second semester or a total of \$37.50, assuming written application is made to the Comptroller before the end of the first semester.

- IV. Other fees will not be repaid except for personal illness or for such other reasons as may be approved by the Board of Trustees (see below).

A. Repayment will not be made to students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from college for any cause whatsoever.

B. Repayment may be made in the case of personal illness which is certified to by an attending physician or for other such reasons as may be approved by the Board of Trustees for the amount of the housing and contingent fees paid by the student for that part of the semester which the student does not spend in the college.

SUMMARY OF EXPENSES

(Subject to Change without Notice)

The cost of one semester for students living at

	<u>Home</u>	<u>College</u>
Basic Fee	\$125.00	\$125.00
Housing Fee (Board and Room)	(none)	306.00
Community Activities Fee	25.00	25.00
Books and Supplies (Estimated)	75.00	75.00
Total	\$225.00	\$531.00

Business students pay \$12.00 additional.

Special Education students pay \$10.00 additional.

Out-of-state students pay \$20.00 per semester hour of credit.

At the time of application new students are furnished with a summary of estimated expenses for the current college year. The payment of all fees is due as directed by the Business Office. The college reserves the right to withhold all information regarding the record of any student who is in arrears in the payment of fees or other charges, including student loans. The college does not offer a time payment plan, and students living in college residence halls are required to pay one half of the semester housing fee before August 15; the remainder must be paid before November 1.

A billing statement of student accounts will be mailed prior to registration each semester. All accounts must be paid as directed by notice which accompanies the billing statement. Failure to comply with this requirement will eliminate a student from registration.

Keys

Each student secures a room key or locker key for \$1.00. This deposit is refunded when the key or lock is returned.

Baggage

Incoming baggage should be clearly marked with the owner's name and "Bloomsburg State College, Bloomsburg, Pennsylvania."

Guests

Arrangements for room guests at residence halls must be approved by the Dean of Women or the Dean of Men. The guest rates are as follows: breakfast, \$.60; luncheon, \$.85; dinner, \$1.25; room, \$1.50.

Books and Supplies

Books and supplies are estimated at \$75.00 for each semester. Students may secure books and supplies at the College Store. This store is operated on a cash basis.

College Banking

The Community Activities Office, located in Waller Hall, Old Library, is prepared to handle deposits of cash for students in order that they may secure small amounts of money at convenient times.

OTHER REGULATIONS

Notice of Withdrawal

Students leaving the college *must* notify the Office of the Dean of Students and the Office of the Dean of Instruction of their withdrawal. Regular charges will be made until the notice of withdrawal is forwarded to the Business Office by the Dean of Instruction.

Physical Education Equipment

Students must wear regulation uniforms for all physical education classes. These are to be purchased in the College Store after the student arrives at college, in order that the outfits for the group may be uniform in style and color.

Laundry

The College has discontinued personal laundry service with the exception of bed linens which are supplied by the college. Coin-operated washers and dryers are available in college dormitories and in the community. Commercial laundry service is available in the town of Bloomsburg.

Student Residence

Students not living at home and not working in homes approved by the college, *must live in the dormitories if rooms are available*. They must not leave dormitory rooms vacant before the end of the semester.

Residence on Campus

Each dormitory room is furnished with double-decker or single beds, mattresses and pillows, dressers, study table and chairs. Sheets, pillow cases, and white spreads are furnished for the beds.

Students must provide the following equipment:

1. A mattress pad for mattress 36 by 75 inches.
2. A cloth or plastic cover for pillow 21 by 27 inches.
3. Blankets or bed comforters.
4. Towels.
5. Metal wastebasket.
6. Study lamps (approved by college).

Resident Students Living Off Campus

In situations where dormitory housing may not be available, upon notification from the college students are required to select off campus rental accommodations from lists of college inspected and approved rooms and apartments in the town of Bloomsburg. Lists of approved off campus housing may be obtained from either the Dean of Men or the Dean of Women.

Each resident student living off campus is required to enter into a written agreement with his householder or landlord covering the period of proposed tenancy, using Student Housing Agreement forms provided by the college.

It is expected that resident students living off campus will conduct themselves with the same decorum expected of other resident students and that they will comply with the house rules and regulations of their householders or landlords.

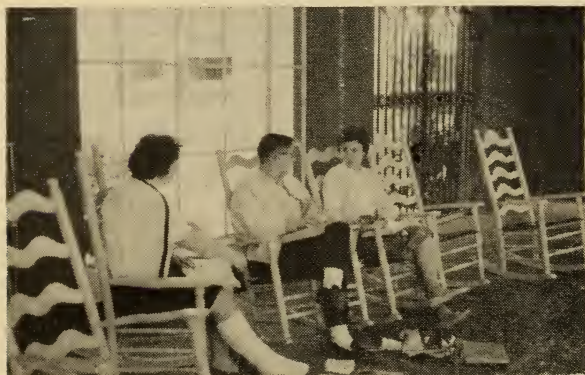
An Assistant to the Dean of Men and an Assistant to the Dean of Women supervise the housing of resident students living off campus.

Commuting (Day) Students

Day room facilities are provided for women and men students who do not live on the campus or in off campus rental housing approved for resident students.

The women's day room is located in the lower level of the Curriculum Materials Center in the Benjamin Franklin School. Comfortable lounge furniture provides for rest and relaxation. Locker space and facilities for study are also available.

The men's day rooms are on the basement floor of Science Hall. The spacious lounge has facilities for study, recreation, lunch, and storage.



Long Porch provides a favorite spot for studying when it's warm.



STUDENT FINANCIAL AID

The Director of Financial Aid is responsible for the administration of student financial aid program at Bloomsburg State College.

All entering students are advised to file a Parents' Confidential Statement with the College Scholarship Service of Princeton, New Jersey, and to designate the Director of Financial Aid, Bloomsburg State College as the recipient of copies of the Parents' Confidential Statement. These forms may be obtained from high school guidance counselors or from the College Scholarship Service, Box 176, Princeton, New Jersey. A Parents' Confidential Statement is required of all entering students who wish to be considered for financial aid available through the college.

Financial aid opportunities fall into three categories; loans, student employment, and scholarships and grants. For up-to-date information and directions on our various financial aid programs, please consult *Student Financial Aid at Bloomsburg State College*, a brochure available from the Office of the Director of Financial Aid.

ADMISSION REQUIREMENTS

Following is a statement of the general policies controlling admission regulations. Enrollment is conditional until the applicant has met all the requirements set forth in the following statements:

A—General Admissions Policies:

1. General scholarship as evidenced by graduation from an approved secondary school or equivalent preparation as determined by the Credentials Evaluation Division of the Pennsylvania Department of Public Instruction. College authorities will make an appraisal of the student's detailed secondary school record in order to determine his capacity to do satisfactory college work. In all cases the college shall seek further evidence from the results of the Scholastic Aptitude Test of the College Entrance Examination Board.

All candidates for admission must also complete the English Composition Achievement Test and the Mathematics (Level I or Level II) Achievement Test of the College Entrance Examination Board. Candidates who expect to

major in one of the following subjects must complete a third Achievement Test in the appropriate area listed below.

Proposed College Major or Area of Competency	Required College Board Achievement Tests
Physics	Chemistry
Chemistry	Chemistry
History	American History and Social Studies or European History and World Cultures
French	French
German	German
Spanish	Spanish
Biology	Biology

If your proposed major is not among those listed above, you are required to complete only the Scholastic Aptitude Test, the English Composition Achievement Test and the Mathematics (Level I or Level II) Achievement Test.

Arrangements for taking these tests are left to the applicant.

2. Satisfactory character and personality traits as well as proper attitudes and interests as determined by the high school principal, guidance director, or other school officials acquainted with the student.

3. Health and physical condition as evidenced by a health examination by the student's family physician reported on a prescribed form and approved by the college physician. No student shall be admitted who has, in the opinion of the college, disabilities which would impair his ability to pursue a normal college program.

4. For admission to special curricula, the college may require the candidate to take an appropriate aptitude test in the special field in order to obtain further evidence of ability to succeed in the student's chosen field.

5. Although a personal interview is not a requirement for all candidates, the college may request that a candidate report for a interview at a time designated by the Director of Admissions.

B—Admissions Procedures for New Applicants:

ALL NEW APPLICANTS must have on file the following credentials before admissions consideration can be given:

1. Application for admission and application fee — filed by the applicant.

2. Physical examination form — filed by a physician.
3. High school transcript and personality rating — filed by high school principal or guidance counselor.
4. Official results of the Scholastic Aptitude Test and the required Achievement Tests of the College Entrance Examination Board—sent directly from the College Entrance Examination Board, Princeton, New Jersey.

The necessary application materials, as well as a detailed instruction sheet, will be forwarded to applicants upon request. Personal interviews may be arranged by contacting the Director of Admissions. These interviews may be scheduled on Monday through Friday 9:00 a.m. to 5:00 p.m. and Saturday 9:00 a.m. to noon.

C—Transfer Requirements:

Students wishing to transfer to Bloomsburg State College may be candidates for admission only if:

1. They have been in attendance at other colleges four semesters or less.
2. They are in good standing academically and otherwise at the institution previously attended and have a record of honorable dismissal or completion of their work at that college or university.
3. They have a cumulative quality point average of C-plus or better.

D—Transfer Procedures:

All transfer students must follow the admissions procedures for new applicants and must file the following additional credentials:

1. Complete college transcript(s) — sent by previous college or university at applicant's request.
2. Clearance form — obtained from the Bloomsburg State College Office of Admissions to be completed by the appropriate official at previous college or university.
3. Letter explaining in detail the student's reasons for wishing to transfer to Bloomsburg State College.

The above procedures must be completed by July 1 for admission to the fall semester and by January 10 for admission to the spring semester.

The applications of students meeting the transfer requirements and completing the necessary transfer procedures, will receive the same consideration as those of other new candidates, but the applicant must demonstrate better-than-average results on the Scholastic Aptitude Test of the College Entrance Examination Board and have personal characteristics pointing to success as a Bloomsburg student.

The quota of transfer students is not to exceed 10% of any entering group.

Readmission of Former Students

Students who have attended Bloomsburg State College and have withdrawn for acceptable reasons may request readmission by writing directly to the Admissions Office for an Application for Readmission. Any student seeking readmission who has attended another college or university since leaving Bloomsburg must send a transcript of his record to the Director of Admissions at Bloomsburg.

All readmission applications must be filed not later than July 1 for the fall semester or January 10 for the spring semester.

Evaluation of Credits

All evaluations are made by the Dean of Instruction *after* the student has been admitted and are subject to change according to any revisions made in the requirements for graduation.

Courses to be transferred must have been completed in an accredited college or university, must carry a "C" or better grade, must be within the general framework of the student's proposed curriculum at Bloomsburg and must be comparable in content and in scope to courses offered at Bloomsburg State College.

No student may obtain a Bachelor of Science or Bachelor of Arts degree at Bloomsburg without a minimum residence of one year in the curriculum in which the student intends to graduate.

Correspondence courses are not offered or accepted by Bloomsburg State College.

All evaluations are tentative until a student has satisfactorily completed at least one full semester at Bloomsburg.

Present Bloomsburg students desiring to take work at any other institution must make written application to the Dean of Instruction for approval in advance. Otherwise credits may not be accepted.



Student Teaching



VETERANS AT BLOOMSBURG

The educational opportunities for Veterans authorized by Public Law 89-358 (Veteran Readjustment Benefits Act of 1966), and, in special cases Public Law 87-815, are available. Veterans released from active duty between January 31, 1955, and March 2, 1966, may use their eligibility for educational benefits during an eight year period which began March 3, 1966, and ends May 31, 1974. The college cooperates with the Veterans' Administration in offering the regular degree curriculums in the arts and sciences and to those desiring to teach in the fields of elementary, secondary, business, or special education.

Graduates of approved four year high schools are admitted to these educational programs upon application, in conformity with the established entrance requirements.

Veterans who are not graduates of four-year high schools may be admitted to the college under certain provisions as set forth in Bulletin I, *The Pennsylvania Plan for Evaluation of Secondary Credentials, for Examinations and for the Issuance of the High School Equivalent Diploma under Act Number 212, Approved May 15, 1945*, issued by the Department of Public Instruction, September 7, 1945. Veterans who desire information should contact the Director of Admissions to determine whether or not they are eligible for admission under this plan.

To qualify for educational benefits under the G.I. Bill of Rights, all Veterans are required to present a *Certificate for Education and Training*, secured from the nearest Regional Veterans Administration Office, at time of original registration.

The college does not accept credits for courses taken under the United States Armed Forces Institute Program, but credits earned in residence or in extension work at accredited colleges or universities will be evaluated for transfer by the Dean of Instruction. All evaluations are tentative until the student has been in residence for one semester.

ACADEMIC REGULATIONS

SCHEDULING CLASSES

The installation of electronic data processing equipment has enabled the college to perform certain routine administrative tasks with greater efficiency. Prior to the beginning of each semester, the student prepares a class schedule with the help of a faculty advisor. After this schedule has been approved by the divisional director involved, it will be printed in the Data Processing Center and handed to the student at registration. Any changes in this schedule must be approved by the director of the curriculum in which the student is enrolled.

At the end of each grading period, members of the faculty record grades on course cards, which become the basis of the permanent record of each student.

CLASS ATTENDANCE

A student is expected to attend punctually every class and laboratory for which he is registered. It is the responsibility of the student to hand to the instructor an absence report form at the first class meeting following the absence.

If the absence report is approved, the student may make up the work he has missed during his absence. However, the effect of absence upon course requirements is determined by the instructor.

Absence report forms may be purchased at the College Store. It is advisable to have absence report blanks on hand.

PROVISION FOR SUPERIOR STUDENTS

A student whose work for a semester average 3.0—"B," or above may petition the Dean of Instruction for approval to schedule course work in addition to that normally scheduled for that semester (16 credit hours).

PROGRESS REPORTS AND RECORDS

For the purpose of reporting the progress of each student, each semester is divided into periods of nine weeks. During each period the instructor hands to the Dean of Instruction a special deficiency report at any time the student is not doing satisfactory work. At the end of nine weeks a complete grade report is made to the parents of each student.

At the end of the semester final grades are reported, recorded upon the permanent progress card of each student, and filed. The report is then sent out as before. Any parent not receiving such a report at the end of any grading period should notify the Dean of Instruction so that a duplicate may be mailed.

SYSTEM GRADING

The system of grading used at this college and its interpretation is as follows: *A* — very high; *B* — high; *C* — average; *D* — low; *E* — failure involving repetition of the entire course. *W* — a withdrawal, approved by the Dean of Instruction while the student is passing the course. *Incomplete* — work not handed in, or material does not satisfy the instructor's standards or the course requirements.

QUALITY POINT SYSTEM

- For each semester hour *A* carries 4 quality points.
- For each semester hour *B* carries 3 quality points.
- For each semester hour *C* carries 2 quality points.
- For each semester hour *D* carries 1 quality point.

For each semester hour E carries 0 quality points.

A grade of W is not considered in computing quality points.

Incomplete is not considered in computing quality points.

To be graduated, a student must have a quality point average of not less than 2.0.

REMOVAL OF "CONDITIONS" AND "INCOMPLETES"

Each instructor listing a condition or an incomplete at the end of a semester shall file with the Dean of Instruction a detailed statement of the steps to be taken by the student for the removal of such condition.

A printed form (blue) must be secured at the office of the Dean of Instruction to be used when an incomplete has been removed. It is the responsibility of the student to have this form signed by the instructor removing the incomplete, and to present it to the Dean of Instruction for recording.

If the grade "Incomplete" is not removed within one calendar year, the grade automatically becomes an E and the course must be repeated.

PREREQUISITE FOR STUDENT TEACHING

A student is eligible for assignment to student teaching if he has attained a quality point average of 2.0 in not less than 90 credit hours.

RESIDENCE REQUIRED FOR GRADUATION

The minimum period of residence at this college is one year or its equivalent. Former students certified for teaching by having completed two or three years of college work who are candidates for the Bachelor of Science Degree in Education, must complete at least one half of the remaining work required for the degree in residence at Bloomsburg. Residence credit may be earned in the classes of a regular semester, in summer school, or in Saturday classes for teachers-in-service.

REQUIREMENTS FOR GRADUATION

The conferring of the degree of Bachelor of Science in Education, or any other degree which the Bloomsburg State College is authorized to grant, and the Application for the Pennsylvania Teaching Certificate require the following:

- 1 — Completion of 128 semester hours of credit in a specified undergraduate curriculum, or 30 hours of graduate credit in courses required for the degree of Master of Education.
- 2 — A condition of health and physical fitness, which assures teachers for the Commonwealth of Pennsylvania who will possess the vigor and vitality necessary for this profession.

- 3 — Emotional stability, as evidenced by active participation in college social and academic activities.
- 4 — Personality traits considered by the college to be adequate for a member of the teaching profession.
- 5 — High moral and ethical standards of conduct.

The college reserves the right to withhold the degree or the application for a certificate to teach in the Commonwealth of Pennsylvania if one or more of these conditions for graduation are not met.

All candidates for degrees are individually responsible for meeting all the requirements for graduation outlined above.

ACADEMIC PROBATION

At the end of each grading period a student who has a quality point average of less than 2.0 will be placed on probation until the next grading period. If at the end of that grading period he has not attained a 2.0 average, he may be given a opportunity to meet with a faculty committee composed of the director of his curricular division and a minimum of three instructors one of whom has taught or is currently teaching the student.

The purpose of this kind of meeting is two-fold (1) to enable the student to determine the cause of his apparent failure, (2) to enable the faculty committee to assess the professional interest and promise to the student, and to determine whether or not the student will be able to profit educationally by remaining in college. The action of any faculty committee is subject to the approval of the Dean of Instruction and the President of the College.

The privilege of meeting with a faculty committee will be extended to a student only one time during his attendance at the college unless extenuating circumstances should warrant a second conference.

A student who is on academic probation will not be permitted to schedule more than fifteen semester hours of course work without the specific permission of his divisional director and the Dean of Instruction.

PLACEMENT TESTS

Every new student entering Bloomsburg State College is required to take a battery of tests covering English, reading, social studies, science, mathematics, and contemporary affairs. The results of the tests are converted into percentiles, both local and national, and are projected on a graph called a

profile. These profiles are available through the office of the Dean of Students. Every student is given an opportunity to review his profile with a professional counselor, noting the areas of his strength and weakness. He sees himself in relation to the group of students entering Bloomsburg State College, as well as to the national group of students entering liberal arts colleges and pre-professional schools.

TESTING PROGRAMS

In addition to the Placement Tests, the college may require each freshman to take such tests as the College Deans may advise. Information provided by the tests is issued in counseling students who encounter problems in their academic and social adjustment.

A battery of achievement tests may also be administered to all sophomore students to determine the student's academic progress and to provide information for further guidance. A careful study of each individual student by selected faculty members is recommended before the end of the sophomore year.

The college may also administer a standardized terminal test to measure the academic achievement of the student, as well as the effectiveness of the instructional program.

The testing program shall be reviewed annually in January of each year and proposed changes may be submitted to the Board of State College Presidents for consideration at that time.

CHANGE IN CURRICULUM

In order to change his curriculum, a student must obtain permission in writing from the directors of the curriculums involved, and present this petition to the Dean of Instruction, whose approval is required before the change in curriculum becomes effective. All requests must be accompanied by a letter from the applicant's parents, granting permission to make the change.

STUDENT TEACHING

AN OVERVIEW

Faculty and administration of Bloomsburg State College consider the student teaching assignment to be the culmination of four years of pre-professional education leading to teacher-certification. For this reason, an entire semester of the academic program for each student is reserved for student teaching. A student teaching assignment requires that the student spend the entire day from Monday through Friday in supervised educational activities in public schools, for the duration of one semester. In addition to receiving

twelve semester hours of credit for student teaching, the student teacher is also enrolled in Professional Practicum and receives in addition, two semester hours' credit for satisfactory participation. Professional Practicum may be scheduled on or off the college campus.

In order to orient student teachers more effectively to public school programs, the calendar of schools to which they are assigned is followed. However, the college calendar will determine opening and closing dates for student teaching assignments.

STUDENT TEACHING CENTERS

In meeting its responsibility for providing high quality graduates for the teaching profession, the college carefully selects student teaching centers and cooperating teachers. Each curricular division of the college has centers established as follows:

Division of Business Education

Student teachers are assigned to: Louis Dieruff and William Allen High Schools, Allentown; Liberty High School, Bethlehem; Central Columbia High School, Espy; and senior high schools in Emmaus, Berwick, Bloomsburg, Danville, Lewisburg, Milton, Loysock, Montoursville, Muncy, South Williamsport, and Warrior Run. Junior high schools are utilized in Bloomsburg, Berwick, and Allentown.

Division of Elementary Education

School districts which are cooperating in the student teaching program are Central Columbia Area Joint Schools, Berwick Area Joint Schools, Bloomsburg Area Joint Schools, Selinsgrove Area Joint Schools, Danville Area Schools, and Shikellamy Area Schools.

Division of Secondary Education

Cooperating with this division in the preparation of student teachers are the Berwick Area Joint High School, Berwick; Central Columbia Joint High School, Espy; Bloomsburg Senior High School, Bloomsburg; Danville Senior High School, Danville; Milton Senior High School, Milton; Council Rock High school, Newtown; Bristol High School, Bristol; Warrior Run Joint Senior High School, Watsonstown, R.D.; Southern Area Senior High School, Catawissa, R.D.; Shikellamy High School, Sunbury; Shamokin Area High School, Shamokin; Mt. Carmel Area High School; four senior high schools and four junior high schools in Pennsbury, Bensalem Township, and the Bristol-Delhaas School Districts in Bucks County.

Division of Special Education

Student teachers in Special Education are assigned to the White Haven State School and the Selinsgrove State School and Hospital and to the public schools of Lycoming, Schuylkill, Chester, and Montgomery Counties through the offices of the superintendents of those counties. Student teachers are also assigned to the Harrisburg Cleft Palate Clinic.

As greater numbers of students are assigned to student teaching through increased enrollment, other centers will be developed. A student may be assigned to a school district or county for an entire semester, or he may be re-assigned in mid-semester to other school districts or counties.

PROGRAM OF GRADUATE STUDIES

The Bloomsburg State College is authorized by the State Board of Education of the Commonwealth of Pennsylvania to offer a program of graduate studies in Business Education, Elementary Education, Special Education for the Mentally Retarded, Speech Correction, English, Social Studies (including Geography), and Biology.

Upon completion by a student of the requirements established by the Graduate Council of the College, the Master of Education degree in Business Education, Elementary Education, English, Social Studies (including Geography), and Biology will be conferred. The program of graduate studies has as its primary purpose the increasing of the competency of professional personnel in the field of education.

Persons desiring to enroll in graduate courses must file an application for admission and meet the requirements established by the Graduate Council. Students wishing to earn the Master of Education degree must, in addition, request admission to candidacy for the degree.

The following fees* are applicable to the program of graduate studies:

Application Fee	\$10.00	
(Payable at time of application for admission to graduate courses. <i>Not refundable or applicable to graduate tuition.</i>)		
Graduate Tuition Fee	\$16.00	per sem. hr.
Activities Fee (summer term only)	\$ 3.00	per three-week session
	\$ 6.00	per six-week session
Graduation and Diploma Fee	\$10.00	

(Not including rental of cap, gown, and hood)

* All fees are subject to change without notice.

Detailed information relating to the program is contained in the Graduate Studies Bulletin. Requests for this bulletin, for application forms, and for additional information concerning the program should be addressed to Dr. Robert C. Miller, Director of Graduate Studies.

PLACEMENT SERVICE

A measure of a college's contribution to American education might well be the success it has in placing its graduates in the educational field. Bloomsburg is proud of its placement record. Continuous follow-up studies of graduates of the past twenty-two years indicate that practically ninety percent have taught school, and that another seven percent have been gainfully employed outside of the teaching profession. The remaining graduates did not seek employment because of military service, graduate study, marriage, or other personal reasons.

The Placement Office operates primarily as a service to seniors by helping to place them in positions suitable to their preference and preparation. In the past this service has dealt almost exclusively with the placement of teachers. Now that students are graduating from the Arts and Science curriculum, the Placement Office is expanding its service to provide them with counseling and assistance regarding both graduate school and employment.

It is in this office also that all students can obtain information about part-time employment in the Bloomsburg area as well as information about summer employment.

Alumni of the college are urged to regard the Placement Service as a permanent point of contact. The office frequently has calls for experienced teachers. Alumni should notify the Director of a change in position, of graduate work pursued, changes in his certification, new addresses, and other pertinent information.

All communications relating to placement should be addressed to Mr. John S. Scrimgeour, Director of Placement, Bloomsburg State College, Bloomsburg, Pennsylvania.

SUMMER SESSIONS

The summer sessions are designed primarily to enable Pennsylvania teachers to advance professionally and to meet the certification standards approved by the State Board of Education. All of the courses offered will be on a college level, and will be of particular interest to the following:

- (1) Undergraduate qualifying for advanced standing or the removal of conditions.
- (2) Teachers-in-service qualifying for (a) advanced state certification, (b) the degree of Bachelor of Science in Education, and (c) the Permanent College Certificate.
- (3) College graduates qualifying for state certification through courses in education and student teaching.

Students attending the summer sessions may schedule as many semester hours as there are weeks in the session.

Special opportunities will be provided during the summer sessions for persons certified to teach on the secondary level to work toward certification which will include teaching on the elementary level.

The enrollment in the summer session will be limited to teachers-in-service, presently-enrolled students of the college, and others who have been in attendance at an accredited college. Students from other colleges enrolling at Bloomsburg for the first time should present evidence of having attended another college and a written statement from their college certifying that they are in good academic standing.

A copy of the current summer session bulletin will be sent upon a request addressed to the Registrar of the College.

College Commons (Dining Hall)



STUDENT LIFE

General policies and regulations regarding student life at Bloomsburg State College may be found in *The Pilot*, the official student handbook of the college. Copies may be obtained from the Office of the Dean of Students.

STUDENT PARTICIPATION IN COLLEGE GOVERNMENT

Since Bloomsburg State College has a strong commitment to the education of teachers for our public schools and to the preparation of civic leaders in our curricula, the college requires the maintenance of high standards in academic work, balanced programs of social and recreational activities, and opportunities for the development of initiative and leadership. The attainment of these objectives is aided by a sound health program, favorable study conditions, a good library, and supplementary social and recreational activities.

In general, these opportunities are provided through a broad program of college organizations and activities which are developed and controlled through the participation of the entire college in the Community Government Association. This organization, through the College Council, is the general control body for the various college activities. In accordance with the constitution of the Community Government Association, resident affairs are handled for women by the Association of Resident Women, and for men by the Men Residents' Association. The activities of students not living in the dormitories are handled for the women by the Day Women's Association, and for the men by the Day Men's Association. The detailed plans for student participation in college community life are presented in *The Pilot*, the college handbook, issued at the beginning of the fall semester.

Community Government Association

The Community Government Association cooperates with the administration in promoting personal and group responsibility in regulating all student affairs.

The College Council, which meets every two weeks, acts as the executive board of the Community Government Association. The presidents of the following groups automatically become members of the council: Association of Resident Women; Day Women's Association; Day Men's Association; Men Resident's Association, Senior, Junior, Sophomore, and Freshman Classes; Editor

of *The Maroon and Gold*. The College Council administers the affairs of the association, formulates its policies, and acts upon cases involving violation of the regulations of the Community Government Association.

Association of Resident Women

This association is an organization of resident women. Its administrative body is the Governing Board whose members are selected from each class. The Governing Board has the responsibility of making and enforcing regulations, directing social activities and promoting the general welfare of all women students.

Day Women's Association

The Day Women's Association is an organization of women not living in the college dormitories or approved college housing in the town of Bloomsburg. The governing body is the Official Board consisting of a President and Vice-President elected by the entire association, and two representatives from each class. Its purpose is to promote the general welfare of the day women and to cooperate with the other student organizations in matters affecting the general welfare of the institution.

Day Men's Association

The Day Men's Association is an organization of men who commute from their homes to the college. The Governing Board consists of a President, Vice-President, Secretary, and Treasurer. The association carries on a varied program of activities for its own welfare and for the benefit of the college community.

Men Resident's Association

The Men Resident's Association is the governing body for resident men students including unmarried men living in rented accommodations in the town of Bloomsburg as well as those living in campus dormitories. The administrative body is composed of the President, Vice-President, Secretary, and Treasurer. By means of this organization, the men cooperate with the administration in fostering personal and group responsibilities.

EXTRA-CURRICULAR ACTIVITIES

All students are required to take part in one extra-curricular activity one semester each year. The extra-curricular activities during the past year included the following:

Amateur Radio Club

The Bloomsburg State College Amateur Radio Club is an organization composed of students interested in the art of amateur radio communication. Requirements for admission are an interest in "ham radio communication," a desire to be a "ham" operator, and satisfactory standing in college.

American Chemical Society (Student affiliate, Columbia Chapter)

This chapter of the national organization affords opportunities for students of chemistry and the teaching of science to become better acquainted, to secure the benefits of professional association, to experience the preparation and presentation of technical materials before a professional audience, and to become engaged in activities which foster a professional spirit and pride in the fields of chemistry and the teaching of science.

Antheneum Club

The purpose of the Athenaeum Club is to enable students to become acquainted with and appreciative of all types of music—classical, semi-classical, and popular.

Athletics

In addition to the required courses in physical education, men receive extra-curricular credit for football, basketball, track, wrestling, swimming, cross-country, golf, tennis, baseball, and intramural participation. Women receive extra-curricular credit participating in a well-organized program of intramural and extramural activities.

B Club

The B Club is an organization of women who have earned a given number of athletic points. The club promotes interest in sports and sportsmanship.

Bloomsburg Players

The Dramatic Club provides a workshop for those who wish training in educational dramatics. It stages plays for college affairs and for the public. It has installed a chapter of Alpha Psi Omega, national honorary dramatic fraternity, on the campus.

Business Education Club

Organized in 1930 in order to give students a wider range of experiences, the Business Education Club affords all students of the Division of

Business Education an opportunity to participate in an organization designed to develop professional interest in business education.

Cheerleaders

Cheerleaders, who stimulate an active interest in all sports, are chosen from members of the student body.

Chess Club

The Chess Club provides students with an opportunity to learn to play and to improve their game. Team players are chosen from the club; the team competes in numerous intercollegiate matches and tournaments. Players are taught how to conduct chess clubs in schools and community recreation centers.

Circle K

Circle K is a Kiwanis-affiliated organization serving the college and community. The purpose of this organization is to foster a spirit of cooperation among the members of the club in serving the college and community. Membership is open to male students only.

Class Organizations

For purposes of government and conduct of social affairs, the *Senior, Junior, Sophomore, and Freshman Classes* are organized under these officers: President, Vice-President, Secretary, Treasurer, Man Representative, Woman Representative, and Class Advisor. The last officer is a member of the faculty.

Concert Choir

The Concert Choir is composed of both men and women students of the College Community.

Council for Exceptional Children, Alpha Chapter

The Council for Exceptional Children, Alpha Chapter, was organized on the Bloomsburg State College campus in February, 1960. This was the first college or university chapter in Pennsylvania to be affiliated with the state and national councils.

The purpose of this organization is to promote the welfare and education of exceptional children by coordinating the work of students enrolled in the Division of Special Education with the agencies and individuals, public and private, who are interested in the movement.

English Club

The purpose of the English Club is to stimulate interest in literature and the fine arts. Membership is open to students majoring in English and to other interested students. Meetings are held twice a month and varied programs are presented: the reading of papers and informal talks by students and faculty, the playing of records, followed by group discussion, the reading and discussion of poems, plays, and novels. From time to time many of the members as a group visit neighboring cities and universities to enjoy cultural programs related to their interests.

Forensic Society

The purpose of the Forensic Society is to encourage an interest in inter-collegiate debate. The club sets as its goal the formation of teams that will actively participate in debate with other colleges. Participation in oratorical and extemporaneous speech contests is a recent addition to the society's activities.

German Club

The German Club was established for the primary purpose of developing student conversational ability in the German language. Attention is given to increasing appreciation of German cultural aspects. Membership is open to those students who have a sincere interest in using the language and participating in the club's activities.

Harmonettes

The Harmonettes comprise a group of women with interest in singing and developing musical skills. The musical selections may range from show tunes to the semi-classical.

The Harmonettes participate in the Christmas and spring programs, convocations, and other special performances.

Hillel Society

While open to all interested students, the Hillel Society primarily is concerned with the religious, cultural, and social life of Jewish students at Bloomsburg State College.

Huski Club

The purpose of the club is to provide an enjoyable activity to members of the faculty and student body. It is to promote leadership as well as to cultivate an interest in the sport of skiing.

The requirements for membership include an interest in skiing and other winter sports.

International Relations Club

The International Relations Club is an organization of students interested in current events and problems in the world today. The purpose of this club is to develop among its members an interest and a greater knowledge of national and international affairs.

Le Cercle Francais

Le Cercle Francais, organized in September 1961, is a conversational French club for the purpose of improving the pronunciation and fluency of spoken French. Membership is open to any student who has a genuine interest in the art of conversation and a sincere desire to improve in the spoken language. Students enrolled in this club meet monthly during the college year.

Maroon and Gold Band

The band offers training in group and ensemble playing. The band plays at all athletic functions and other college affairs. Students with musical talent will benefit by participating in this organization.

Physics Club (Student section of the American Institute of Physics)

The purpose of the Physics Club is the advancement and diffusion of knowledge of the science of physics and its application to human welfare.

Science Club

Members of the student body who are interested in natural and physical science constitute the group. Subjects for study and observation include the history of the various branches of science, plant and animal life, geology and mineralogy, chemistry, and physics.

Social Fraternities and Sororities

On May 27, 1966, the Board of Trustees of Bloomsburg State College approved the establishment of social fraternities and sororities for a probationary period of three years. As this catalog goes to press, several organizations of this nature are presenting their petitions for recognition.

Social Improvement Organization

The Social Improvement Organization has as its purpose an improved social condition for the campus and for the members of the organization. It is open to male students of at least a sophomore standing with a 2.0 cumulative and 2.0 previous semester average who meet the requirements as prescribed by the organization.

Spanish Club

The Spanish Club has been organized for the purpose of developing the use of conversational Spanish. The club's program is designed to develop the appreciation of such aspects of Spanish culture as art, music, literature, etc. Membership is open to those students with a sincere interest in improving their personal abilities with the Spanish language.

Student Christian Association

Members are affiliated with the Student Christian Movement, the Young Men's Christian Association, and the Young Women's Christian Association. Through its bi-weekly meetings, vesper services, programs, and a party for new students during Freshman Week, the Association aims to develop the religious and social aspects of college life.

Student Education Association of Pennsylvania

This group is an organization of students who are preparing for the teaching profession. The purpose of the organization is to promote interest in education and to familiarize prospective teachers with the problems, obligations, and opportunities awaiting them in the near future.

Studio Band

The Studio Band is a stage band composed of college community members. Its activities include concert tours and performances both on and off campus.

Varsity Club

Men who have won a major letter award in any authorized intercollegiate sport comprise the membership. All men students who have won such an award at Bloomsburg are eligible for membership.

Veterans' Association

The purpose of the Veterans' Association is to orient and educate any student about his prospective military obligations, and to keep veterans informed on all matters concerning their governmental benefits and responsibilities, past and present.

Women's Service Society

Women's Service Society is based on the high ideals of service. Not only do the members serve the campus, but they are active in community affairs.

ALUMNI ACTIVITIES

A graduate of the college automatically becomes a member of the Bloomsburg State College Alumni Association upon the payment of dues. The Alumni Association and its Board of Directors recently approved a plan to send the *Alumni Quarterly* to all graduates.

There are county groups which are fully organized and actively engaged in supporting programs of activities. Meetings are held during the year by county groups. Two dates are set aside especially for the Alumni: they are Homecoming Day in the fall, and Alumni Day in the spring.

The Alumni Association supports various projects at the college, including scholarships and loans for students, and book purchases for the library.

COLLEGE PUBLICATIONS

MAROON AND GOLD

The college paper is published weekly by a student staff. It keeps the student body informed of current college happenings.

OBITER

This yearbook is published each spring by the graduating class. It contains a review of the activities of the class, with pictures of college activities, campus, students, clubs, and teams.

OLYMPIAN

Students publish this literary magazine. In this publication contributors will find an outlet for literary expression in the fields of poetry and prose. Unpublished work of nationally-known writers is sometimes included as a special feature.

PILOT

This is an annual handbook, edited by the Office of the Dean of Students, which informs students about college life at Bloomsburg. It serves as a guide to freshmen and also as an information booklet for upper classmen.

PLACEMENT BROCHURE

Annual publication of the Placement Service, this brochure contains photos of graduating seniors, plus personal data of interest to employing officers in the schools of the Commonwealth.

PROFESSIONAL FRATERNITIES

National honorary and professional fraternities which foster and advance educational ideals through scholarship, social efficiency, and moral development have chapters on the campus.

KAPPA DELTA PI (Coeducational Honor Society in Education)

Kappa Delta Pi originated at the University of Illinois in 1909 as the Illinois Educational Club, and was incorporated June 8, 1911, under the laws of the State of Illinois as the Honorary Education Fraternity. On October 4, 1932, this title was changed to Kappa Delta Pi, an Honorary Society in Education, and was so registered at the office of the Secretary of State at Springfield, Illinois. Both men and women who have a scholarship record in the upper quartile of the institution are eligible for membership. Kappa Delta Pi is both an undergraduate and graduate society.

PHI SIGMA PI (Professional Education Fraternity for Men)

Phi Sigma Pi, a National Educational Fraternity, was founded at the State Teachers College, Warrensburg, Missouri, on February 14, 1916. The objective of the fraternity is to maintain a professional educational fraternity for men in teacher training institutions. The organization is based on scholastic attainments and seeks to advance educational ideals, promote close fellowship, improve the training of teachers, and uphold just and efficient government.

ALPHA PSI OMEGA (Coeducational Dramatic Fraternity)

Alpha Psi Omega, national dramatic fraternity, was organized in 1925 at Fairmont State College, Fairmont, Virginia, to provide an honor society for those doing a high standard of work in college dramatics, and to secure for them the mutual helpfulness provided by a large national fraternity. The Bloomsburg chapter, Alpha Omicron, was organized in March, 1928.

GAMMA THETA UPSILON (Coeducational Geography Fraternity)

Gamma Theta Upsilon originated in the Geography Club of the Illinois State Normal University on May 15, 1931. Delta Chapter was organized at Bloomsburg in October, 1931. Membership is limited to students making special preparation to teach geography. The purpose of this organization is to advance the professional study of geography both as a cultural discipline and a practical subject for study and investigation.

PI KAPPA DELTA (Coeducational Debate Fraternity)

The local Pennsylvania Delta Chapter of Pi Kappa Delta is a fraternal organization for intercollegiate debaters, orators, and instructors teaching debate and forensic speaking. Its purpose is to promote forensic activities and scholarship in senior American colleges and universities.

PI OMEGA PI (National Business Teacher Education Honor Society)

Pi Omega Pi, organized in 1923 at the Northeast Missouri State Teachers College, is a national business teachers education honor society. Membership is open to students in the Division of Business Education who have demonstrated keen professional interest in business teaching; who have attained above average scholastic standing; and who have participated actively in the Business Education Club.

Alpha Delta Chapter was installed at the Bloomsburg State College on May 2, 1935. The aims of the honor society are: (a) to encourage, promote, extend, and create interest and scholarship in commerce; (b) to aid in civic betterment in colleges; (c) to encourage and foster high ethical standards in business and professional life; (d) to teach the idea of service as the basis of all worthy enterprise.

SIGMA ALPHA ETA (Honor Speech and Hearing Fraternity)

The Iota Chapter of Sigma Alpha Eta, National Honor Speech and Hearing Fraternity, was installed at Bloomsburg February 19, 1951.

The aims of this organization are: (a) to create and stimulate an interest in speech pathology, audiology, and education of the acoustically handicapped; (b) to encourage professional growth; (c) to insure high planes of achievement in academic and clinical activities; (d) to aid in building wholesome public relations with other college departments and with local organizations interested in knowing about the field of speech and hearing rehabilitation.

ALPHA PHI OMEGA (National Service Fraternity)

Dedicated to the principles of Leadership, Friendship, and Service, Alpha Phi Omega assembles college men in the fellowship of the Scout Oath and Law, in service to the student body and faculty, youth and the community, and the nation as citizens. The Xi Lambda Chapter of Alpha Phi Omega, founded in May 1962, was installed at Bloomsburg State College on October 26, 1963.

SIGMA TAU DELTA (Coeducational English Fraternity)

Sigma Tau Delta, national honorary and professional fraternity in English, was established at Dakota Wesleyan University in Mitchell, South Dakota, in 1924 for the purpose of promoting mastery of written expression, encouraging worthwhile reading, and fostering a spirit of fellowship among men and women specializing in English. The Bloomsburg Chapter, Theta Kappa, was organized in October, 1965.



Centennial Gymnasium



Hall (Men's Dormitory)

CURRICULUMS IN TEACHER EDUCATION

The overall goal of teacher education is to prepare teachers to contribute to the improvement of society in a three-fold manner—as active citizens, as educational leaders in their communities, and as guides who help children and youth become informed, active citizens.

The courses programmed in each of the teacher-education curriculums offered at the Bloomsburg State College are designed to develop citizen teachers through a well-organized sequence of courses in the area of general education, professional education, and specialization.

GENERAL EDUCATION

The underlying philosophy and objectives of the general education sequence in the teacher education programs were developed cooperatively at the time of the visit to the campus in 1960 of a committee of the Middle States Association of Secondary Schools and Colleges.

In general, these objectives include the cultivation of democratic ideals, a sound code of ethical and moral values, a sense of civic responsibility, the capability of personal and social adjustment, and individual self-realization. More specifically, this phase of the academic program is intended to develop such qualities as the following: (1) skill in communication; (2) familiarity with general methods of fact finding; (3) comprehension of basic scientific principles and their application; (4) knowledge of our cultural heritage and its relevance to current social issues; (5) discrimination in the arts; (6) appreciation for diverse intellectual endeavors and their relationship to one's own field of interest; (7) physical and mental well-being.

PROFESSIONAL EDUCATION

The general objectives of the professional education sequence, cooperatively developed in 1960 by the faculty, are basically the same for all teacher-education curriculums and can be briefly stated: To alert college students to the needs of youth and society and to the principles of learning applicable to the meeting of these needs. An understanding of the dynamics of mental hygiene pertaining to youth and community is stressed.

This sequence, which includes student teaching, proposes to prepare students for service in the communities and schools where they will be employed by stressing similarities and contrasts in philosophy, facilities, and pupils among various school systems and social settings. Modern methods of dealing with learners and with the problems encountered in professional employment are made part of the prospective teacher's professional preparation.

ACADEMIC SPECIALIZATION

The teacher-education programs at Bloomsburg are based on the concept that academic field specialization is basic to achieving professional as well as individual and social goals.

The academic fields which pertain to the humanities, science, the arts, mathematics, history and other social sciences, are central in the experiences which provide competence in fields of specialization, which the student will use in teaching children and youth. The prospective teacher as an individual and citizen needs understanding of the academic fields because teaching requires accurate knowledge of relevant facts and values, and skills of reflective thinking, creativity, and analysis.

The areas of specialization make a two-fold contribution to the work of the teacher. First, they provide much of the content with which children and youth will deal as the teacher guides their general education. Second, the prospective teacher, through concentration or specialization in the academic field, gains that depth of understanding and insight into one or more areas of knowledge which is basic to helping the child with the special interest or abilities to work more intensively on a problem.

DIVISION OF ELEMENTARY EDUCATION

Students in the Elementary Education Division are given a wide and versatile background of academic and cultural learnings. They must be prepared to work in all of the subject areas of the curriculum with a generation of alert and precocious boys and girls. They must be sensitive to the problems which children encounter in their growth and development and how these problems affect their learning. Instruction and practices in program planning and budgeting of the school day are provided to the end that the students will know how to provide for individual differences.

Students in this curriculum are required to choose their electives from a sequence of courses* which will give them real depth in one academic subject. This "Area of Concentration" will help equip them to serve as resource persons or team leaders for the schools in which they teach.

THE FOUR-YEAR ELEMENTARY CURRICULUM

Provisional College Certificates issued on the basis of the four-year elementary curriculum are valid for Kindergarten and Grades One to Six inclusive as well as for Grades Seven and Eight under the old 8-4 system.

*Art, Biology, English, French, Speech, Geography, German, Health and Physical Education, History, Mathematics, Music, Physical Science, Psychology, Social Studies, Spanish.

68 *Bloomsburg State College*

(For administrative reasons the sequence of courses is subject to change. The first number after each course refers to clock hours, while the second indicates the credit hours.)

FIRST SEMESTER

	Hours	
	CL	CR
Art 101—Introduction to Art	3	3
Biol. 103—General Biology I	5	3
Eng. 101—English Composition	3	3
Geog. 101—World Physical Geography	3	3
Hist. 218—U.S. and Po. Survey	3	3
P.E. 101—Physical Fitness Education	2	1
	19	16

SECOND SEMESTER

	Hours	
	CL	CR
Biol. 104—General Biology II	5	3
Eng. 102—English Composition	3	3
Geog. 102—World Cultural Geography	3	3
Music 101—Introduction to Music	3	3
P.E. 201—Recreational Physical Education	2	1
Area of Concentration Elective	3	3
	19	16

THIRD SEMESTER

Eng. 207—Survey of World Literature	3	3
H.E. 101—Principles of Hygiene	2	2
Phil. 211—Introduction to Philosophy	3	3
P.E. 102—Aquatics	2	1
Phys. 103—Physical Science for Elementary Teachers	4	3
Psy. 101—General Psychology	3	3
Area of Concentration Elective	3	3
	20	18

FOURTH SEMESTER

Econ. 211—Principles of Economics	3	3
Hist. 111—World History to 1500	3	3
Phys. 104—Physical Science for Elementary Teachers	4	3
Soc. 224—Cultural Anthropology, or Soc. 211—Principles of Sociology	3	3
Speech 103—Introduction to Speech	3	3
Area of Concentration Elective	3	3
	19	18

FIFTH SEMESTER

Ed. 393—Social Foundations of Education	3	3
Math. 231—Theory of Arithmetic	3	3
Pol. Sci. 211—U. S. Government	3	3
Psy. 371—Educational Psychology	3	3
Area of Concentration Elective	3	3
	15	15

SIXTH SEMESTER

Ed. 372—Foundation of Reading Instruction	3	3
Math 232—Algebraic and Geometric Structures	3	3
Psy. 211—Child Growth and Development	3	3
English Elective	3	3
Area of Concentration Elective	3	3
Specialization Elective	3	3
	18	18

SEVENTH SEMESTER

Ed. 395—Curriculum and Instruction in the Elementary School	8	6
Ed. 397—Science and Mathematics in the Elementary School	3	3
Specialization Elective	3	3
Specialization Elective	3	3
	17	15

EIGHTH SEMESTER

Ed. 401—Student Teaching, including Professional Practicum	30	12
	30	12

AREAS OF ACADEMIC CONCENTRATION

Each elementary education student shall be required to take from 18 to 24 semester hours of work in one of the following areas of academic concentration, 15 of which may be considered as part of general education.

Academic Areas Offered:

Art	History
Biology	Mathematics
English	Music
French	Physical Science
General Speech	Psychology
Geography	Spanish
German	Social Studies
Health and Physical Education	

* 15 credits

*Those students who select an area of concentration in a foreign language, having no required general education credits to apply, might conceivably have to take more than 128 hours for graduation.

DIVISION OF SECONDARY EDUCATION

Programs of studies in Secondary Education have been designed to give students the academic, cultural, and professional background necessary to make them competent teachers in their respective fields. The General Education requirements provide the prospective teacher with a broad basis in the Arts and Sciences, while Professional Education, including student teaching, stresses the needs of youth and society.

The majors offered in Secondary Education have the dual objective of (1) giving the student a background of sufficient breadth and depth to enable him to be a confident and knowledgeable teacher in his particular area of preparation, and (2), where not incompatible with the above, to provide in his chosen field a basis for the pursuit of graduate study in the indicated academic discipline or a related general field.

(For administrative reasons the sequence of courses is subject to change. The first number after each course refers to clock hours, while the second indicates the credit hours.) Minimum number of credit hours for graduation is 128.)

TYPICAL PROGRAM — Secondary Education

FIRST SEMESTER			SECOND SEMESTER		
	Hours			Hours	
	CL	CR		CL	CR
Eng. 101—English Composition	3	3	Eng. 102—English Composition	3	3
Speech 103—Introduction to Speech	3	3	Hist. 112—World History 1500 to 1815	3	3
Biol. 103—General Biology I	5	3	Geog. 101—World Phys. Geog.	3	3
Art 101—Intro. to Art or			P. E. 101—Physical Fitness Ed.	2	1
Music 101—Intro. to Music	3	3	Gen. Ed.—Humanities elective	3	3
Moth. 101—Fundamentals of Moth.	3	3	Electives	3	3
H. E. 101—Principles of Hygiene	2	2			
	19	17		17	16
THIRD SEMESTER			FOURTH SEMESTER		
Eng. 207—Survey of World Lit.	3	3	Hist. 218—U.S. and Po. Survey	3	3
Hist. 113—World History since 1815	3	3	Psy. 101—Gen. Psychology	3	3
Phys. 101—Physical Science	4	3	Soc. 211 or Soc. 224—Principles of		
General Ed.—Moth. or Science	3	3	Sociology or Cultural Anthropology....	3	3
Electives	6	6	P. E. 102—Aquatics	2	1
	19	18	Electives	6	6
				17	16
FIFTH SEMESTER			SIXTH SEMESTER		
Psy. 371—Educational Psychology	4	3	Ed. 396—Curriculum and Instruction in		
Ed. 393—Social Found. of Ed.	3	3	the Sec. School	8	6
P.E. 201—Recreational Physical Ed.	2	1	Pol. Sci. 211—U.S. Gov't	3	3
Electives	9	9	Electives	6	6
	18	16		17	15
SEVENTH SEMESTER			EIGHTH SEMESTER		
Econ. 211—Prin. of Economics	3	3	Ed. 402—Student Teaching in		
Phil. 211—Intro. to Philosophy	3	3	the Sec. School		
Electives	12	12	(Including Prof. Practicum)	30	12
	18	18		30	12
			Total Credit Hours		128

The program listed above illustrates a typical application of the three broad areas of learning into which the prospective high school teacher's education at Bloomsburg is divided. They are as follows:

I. GENERAL EDUCATION (62 Credits)

A. Humanities

	CR
Art or Music Appreciation	3
English Composition	6
World Literature	3
Philosophy	3
Speech	3
Humanities elective	3
Total	21

B. Social Sciences

World History	6
Hist. of United States and Pennsylvania	3
United States Government	3
World Physical Geography	3
General Psychology	3
Economics	3
*Sociology or Cultural Anthropology	3
Total	24

*Comprehensive Social Studies majors take both courses.

C. Natural Sciences	CR
General Biology	3
Physical Science	3
Mathematics	3
Science elective (Biology, Mathematics, Earth Science)	3
Total	12
D. Health and Physical Education	
Principles of Hygiene	2
Physical Education (Fitness, Aquatics, Recreation)	3
Total	5
Total General Education	62

II. PROFESSIONAL EDUCATION (24 Credits)

A. Foundations	
1. Educational Psychology (Psychological Foundations of Education — including observation and participation)	3
2. Social Foundation of Education (Including observation and participation)	3
B. Curriculum and Instruction in the Secondary School	6
C. Student Teaching in Secondary School (Including Professional Practicum)	12
Total Professional Education	24

III. SPECIALIZATION* (42 Credits)

This block of credits is allocated for study in breadth and depth devoted to the student's major teaching field.

Total Specialization	42
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MINIMUM TOTAL FOR GRADUATION	128
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ENGLISH — 30 Credit Hours

REQUIRED COURSES (18 CRS.)

	CL	CR
*Eng. 209—Literary Genres	3	3
Eng. 231—British Writers	3	3
Eng. 232—British Writers	3	3
Eng. 249—Shakespeare	3	3
Eng. 302—Advanced Composition	3	3
Eng. 381—American Literature, or Eng. 382—American Literature	3	3
Eng. 401—Structure of English, or Eng. 402—History of the English Language	3	3

*Eng. 209 replaces Eng. 207 as General Education requirement for English majors.

ELECTIVE COURSES (Minimum of 12 CRS.)

<i>Group A—Survey and Period Courses</i>	CL	CR
Eng. 307—Russian Literature in Translation	3	3
Eng. 341—Early and Middle English Literature	3	3
Eng. 343—Chaucer	3	3
Eng. 347—The Renaissance in England	3	3
Eng. 352—Seventeenth Century Literature	3	3
Eng. 357—Eighteenth Century Literature	3	3
Eng. 364—Nineteenth Century Literature	3	3
Eng. 381—American Literature	3	3
Eng. 382—American Literature	3	3
Eng. 402—History of The English Language	3	3

Group B—Literary Forms Courses

Eng. 209—Literary Genres	3	3
Eng. 321—Short Story	3	3
Eng. 322—Modern Drama	3	3
Eng. 324—Modern Novel	3	3
Eng. 325—Poetry	3	3
Eng. 326—Modern Poetry	3	3
Eng. 342—Early English Drama	3	3
Eng. 356—Restoration and Later Drama	3	3
Eng. 358—Eighteenth Century Novel	3	3
Eng. 363—Nineteenth Century Novel	3	3
Eng. 385—The American Novel	3	3
Eng. 386—Later American Prose	3	3

Group C—Composition and Miscellaneous Courses

Eng. 202—Creative Writing	3	3
Eng. 301—Journalism	3	3
Eng. 302—Advanced Composition	3	3
Eng. 312—Ideas in Literature	3	3
Eng. 332—Blake and Yeats	3	3
Eng. 403—Advanced Grammatical Theory	3	3
Eng. 405—Criticism	3	3

Group D—Speech and Drama

Speech 206—Oral Interpretation	3	3
Speech 208—Introduction to Theatre Arts	3	3
Speech 211—Theatre Production	3	3
Speech 221—Argumentation	3	3
Speech 231—Introduction to Radio and Television	3	3
Speech 241—Voice and Diction	3	3
Speech 312—Fundamentals of Acting	3	3
Speech 411—Directing	3	3
Speech 414—Costuming for the Stage	3	3
Speech 415—History of the Theatre or Speech 416—Modern Theatre	3	3

(No more than one course in Group D will be counted as an English elective.)

Group E—Developmental Reading

Ed. 372—Foundation of Reading Instruction	3	3
Ed. 373—Diagnostic and Remedial Reading	3	3

NOTE: These two courses meet the state requirements for certification in Developmental Reading for the public schools, but are not counted as English electives.

English majors may substitute 111 for Hist. 112 or 113 in general.

SUMMARY

	CR
General Education	62
Professional Education	24
Specialization	30
Electives	12
Total	128

FRENCH — 30 Credit Hours

REQUIRED COURSES (12 CRS.)

	CL	CR
Fr. 101—Beginning French	4	3
Fr. 102—Beginning French	4	3
Fr. 103—Intermediate French	4	3
Fr. 104—Intermediate French	4	3

ELECTIVE COURSES (18 CRS.)

Fr. 210—Contemporary Literature of France	3	3
Fr. 211—Contemporary Literature of France	3	3
Fr. 301—Advanced Conversation and Composition	3	3
Fr. 302—Advanced Conversation and Composition	3	3
Fr. 310—Culture and Civilization of France	3	3
Fr. 311—Culture and Civilization of France	3	3
Fr. 315—French Short Story	3	3
Fr. 316—French Novel	3	3
Fr. 320—The History of French Literature	3	3
Fr. 401—French Linguistics	3	3
Fr. 402—Methods and Materials of Teaching French	3	3

SUMMER ELECTIVES (9 CRS.)

Fr. 203—Ramified Conversation	3	3
Fr. 204—Seminar in France	6	6

Students desiring certification to teach will be required to pass a proficiency examination.

SUMMARY

	CR
General Education	62
Professional Education	24
Specialization Education	30
Electives	12
Total	128

GERMAN — 30 Credit Hours

REQUIRED COURSES (12 CRS.)

	CL	CR
Ger. 101—Beginning German	4	3
Ger. 102—Beginning German	4	3
Ger. 103—Intermediate German	4	3
Ger. 104—Intermediate German	4	3

ELECTIVE COURSES (18 CRS.)

	CL	CR
Ger. 210—Contemporary Literature of Germany	3	3
Ger. 211—Contemporary Literature of Germany	3	3
Gr. 301—Advanced Conversation and Composition	3	3
Ger. 302—Advanced Conversation and Conversation	3	3
Ger. 310—Culture and Civilization of Germany	3	3
Ger. 311—Culture and Civilization of Germany	3	3
Ger. 315—German Short Story	3	3
Ger. 316—German Novel	3	3
Ger. 320—The History of German Literature	3	3
Ger. 401—German Linguistics	3	3
Ger. 402—Methods and Materials of Teaching German	3	3

SUMMER ELECTIVES (9 CRS.)

Ger. 203—Ramified Conversation	3	3
Ger. 204—Seminar in Germany	6	6

Students desiring certification to teach will be required to pass a proficiency examination.

SUMMARY

	CR
General Education	62
Professional Education	24
Specialization	30
Electives	12
Total	128

SPANISH — 30 Credit Hours

REQUIRED COURSES (12 CRS.)

	CL	CR
Span. 101—Beginning Spanish	4	3
Span. 102—Beginning Spanish	4	3
Span. 103—Intermediate Spanish	4	3
Span. 104—Intermediate Spanish	4	3

ELECTIVE COURSES (18 CRS.)

Span. 210—Contemporary Literature of Spain	3	3
Span. 211—Contemporary Literature of Spain	3	3
Span. 301—Advanced Conversation and Composition	3	3
Span. 302—Advanced Conversation and Composition	3	3
Span. 310—Culture and Civilization of Spain	3	3
Span. 311—Culture and Civilization of Spain	3	3
Span. 315—Spanish Short Story	3	3
Span. 316—Spanish Novel	3	3
Span. 321—The History of Spanish Literature	3	3
Span. 401—Spanish Linguistics	3	3
Span. 402—Methods and Materials of Teaching Spanish	3	3

SUMMER ELECTIVES (9 CRS.)

Span. 203—Ramified Conversation	3	3
Span. 204—Seminar in Spain	6	6

Students desiring certification to teach will be required to pass a proficiency examination.

SUMMARY

	CR
General Education	62
Professional Education	24
Specialization	30
Electives	12
Total	128

SPEECH — 33 Credit Hours

REQUIRED COURSES (18 CRS.)

	CL	CR
Speech 105—Communication Theory and Rhetoric	3	3
Speech 208—Introduction to Theatre Arts	3	3
Speech 218—Discussion	3	3
Speech 241—Voice and Diction	3	3
Speech 321—Argumentation	3	3
Sp. Ed. 251—Speech Problems	3	3

ELECTIVE COURSES

(Minimum of 12 credits, from Groups A & B — Speech)

Group A—Public Address (Maximum of 9 credits)

Speech 206—Oral Interpretation of Literature	3	3
Speech 231—Introduction to Radio and Television	3	3
Speech 307—Business and Professional Speech	3	3
Speech 325—Extempore Speech	3	3
Speech 421—Persuasion	3	3
Speech 492—Speech Sminar (Public Address)	3	3

Group B—Theatre (Maximum of 9 credits)

Speech 211—Theatre Production	3	3
Speech 311—Scene Design	3	3
Speech 412—Fundamentals of Acting	3	3
Speech 319—Children's Theatre	3	3
Speech 411—Directing	3	3
Speech 412—Fundamentals of Acting	3	3
Speech 414—Costuming for the Stage	3	3
Speech 415—History of the Theatre	3	3
Speech 416—Modern Theatre	3	3
Speech 490—Speech Seminar (Theatre)	3	3

Group C—Speech Correction

(A maximum of 3 credits may be counted from Group C toward a General Speech major)

Speech Correction 152—Voice and Diction	3	3
Speech Correction 251—Phonetics*	3	3
Speech Correction 252—Speech Pathology	3	3
Speech Correction 276—Hearing Problems	3	3
Speech Correction 360—Psycho-Linguistics	3	3

*Speech 241 may be substituted as a prerequisite by Speech Majors.

Group D—English

(A Maximum of 3 credits may be counted from Group D toward a General Speech major)

English 249—Shakespeare	3	3
English 322—Modern Drama	3	3
English 342—Early English Drama	3	3
English 356—Restoration and Later Drama	3	3
English 401—Structure of English	3	3
English 402—History of the English Language	3	3
English 405—Criticism	3	3

SUMMARY

	CR
General Education	62
Professional Education	24
Specialization	33
Electives	9
Total	128

GENERAL SCIENCE — 54 Credit Hours

(Replaces Comprehensive Science)

Graduates of this program will be qualified to teach science through grade 9.

Since students electing this program will satisfy the science requirements of the General Education program within the confines of the courses listed below, they should not take Phys. 101 — Physical Science, nor Math. 101 — Fundamentals of Mathematics.

REQUIRED COURSES (43 CRS.)

	CL	CR
<i>Biological Sciences</i> (12)		
Biol. 103—General Biology I	5	3
Biol. 210—Invertebrate Zoology	5	3
Biol. 211—Vertebrate Zoology	5	3
Biol. 220—General Botany I	5	3
<i>Physical Sciences</i> (16)		
Chem. 111—General Chemistry I	6	4
Chem. 112—General Chemistry II	6	4
Phys. 111—Introductory Physics I	6	4
Phys. 112—Introductory Physics II	6	4
<i>Earth Sciences</i> (9)		
Geog. 355—Meteorology	3	3
Geog. 357—Physical Geology	4	3
Geog. 453—Astronomy	3	3
<i>Mathematics</i> (6)		
Math. 111—College Algebra	3	3
Math. 112—Trigonometry	3	3

ELECTIVE COURSES (11 CRS.)

<i>Biological Sciences</i>		
Biol. 221—General Botany II	5	3
Biol. 331—General Ecology	5	3
Biol. 361—Microbiology	5	3
Biol. 371—Embryology	5	3
Biol. 381—Vertebrate Physiology	5	3
Biol. 413—Ornithology	5	3
Biol. 417—Field Zoology	5	3
Biol. 422—Field Botany	5	3
Biol. 432—Fresh Water Biology	5	3
Biol. 441—Evolution	5	3

<i>Earth Sciences</i>	CL	CR
Geog. 353—Physiography	3	3
Geog. 354—Cartography	4	3
Geog. 356—Climatology	3	3
Geog. 358—Conservation of Natural Resources	3	3
Geog. 359—Oceanography	3	3
Geog. 361—Historical Geology	3	3
Geog. 365—Geomorphology	4	3

Physical Sciences

Chem. 221—Qualitative Inorganic Analysis	7	3
Chem. 222—Quantitative Analysis	8	4
Chem. 225—Water Analysis	4	2
Chem. 351—Industrial Chemistry	3	3
Phys. 225—Demonstrations in the Physical Sciences	4	3

- Notes: (1) Four electives courses will be needed to give a minimum of 11 credits. They may be all from one field, or they may be distributed among them.
- (2) Some of the above courses are given only in the Summer Sessions; consult the catalog descriptions.
- (3) Students in this program may take either Ed. 353 — Teaching of Biological Science, or Ed. 354 — Teaching of Physical Science to fulfill the Professional Education requirement in this area.

SUMMARY

	CR
General Education	62
Professional Education	24
Science Specialization	42*
Total	128

*Plus the 12 credits from the General Education requirements in science.

BIOLOGICAL SCIENCE — 52 Credit Hours

Biological Science majors are not required to take Phys. 101 — Physical Science, H.E. 101 — Health, and Math. 101 — Fundamentals of Mathematics. All five required biology courses should be taken by the end of the sophomore year. Both of the required mathematics courses and at least two of the required chemistry courses should also be taken by the end of the sophomore year. Recommended and electives courses in the biological sciences would then be taken during the junior and senior years.

REQUIRED COURSES (33)

<i>Biology (15)</i>	CL	CR
Biol. 103—General Biology I	5	3
Biol. 210—Invertebrate Zoology	5	3
Biol. 211—Vertebrate Zoology	5	3
Biol. 220—General Botany I	5	3
Biol. 221—General Botany II	5	3

Chemistry (12)

Chem. 111—General Chemistry I	6	4
Chem. 331—Organic Chemistry I	6	4
Chem. 332—Organic Chemistry II	6	4

78 Bloomsburg State College

<i>Mathematics</i> (6)	CL	CR
Math. 111—College Algebra	3	3
Math. 116—Introductory Statistics	3	3

Although Phys. 111 — Introductory Physics I is *not* required of all biology majors, it is highly recommended. Those students who anticipate doing graduate work in biology should have a minimum of one and preferably two physics courses. Physics could be scheduled during the junior or senior year. Credits earned in physics will increase a student's graduation total in excess of the 128 credits normally required.

Recommended Core of Biological Science Courses (12)

Select any *four* of the following *six* courses.

Biol. 331—General Ecology	5	3
Biol. 341—Genetics	5	3
Biol. 351—Molecular Biology	5	3
Biol. 361—Microbiology	5	3
Biol. 371—Embryology	5	3
Biol. 381—Vertebrate Physiology	5	3

ELECTIVES (9 or 6 if physics was taken)

Of these nine (9) credits, six (6) must be taken in field-type courses. Biology majors should expect to attend summer school at least once during their undergraduate program in order to obtain field courses which are ordinarily offered during the summer.

Field Courses

Biol. 411—Systematic Entomology	5	3
Biol. 413—Ornithology	5	3
Biol. 414—Ichthyology	5	3
Biol. 417—Field Zoology	5	3
Biol. 422—Field Botany	5	3
Biol. 432—Freshwater Biology	5	3

Laboratory-Type Courses

Biol. 415—Biology of Arthropods	5	3
Biol. 416—Parasitology	5	3
Biol. 420—Plant Physiology	5	3
Biol. 421—Plant Anatomy	5	3
Biol. 433—Plant Ecology	5	3
Biol. 441—Evolution	5	3
Biol. 443—Cytology	5	3
Biol. 452—Radiation Biology	5	3
Biol. 453—Biological Chemistry	5	3
Biol. 471—Histology	5	3
Biol. 482—Comparative Vertebrate Anatomy	5	3
Biol. 492—Research Topics in Biology	5	2 or 3

SUMMARY

	CR
General Education	62*
Professional Education	24
Specialization	42
Total	128

Count Biol. 103 — General Biology (3 cr.), Chem. 111 — General Chemistry I (4 cr.), Math. 111 — College Algebra (3 cr.), and Math. 116 — Introductory Statistics (3 cr.) as General Education.

The 128 credit hours represent a minimum requirement for graduation in Secondary Education with a major in Biological Sciences. All biology majors should plan, if possible, to take additional elective courses in the Biological Sciences in order to obtain a broad spectrum of courses within the discipline of biology. Students planning graduate study in biology should *expect* to take courses beyond the minimum established for graduation.

CHEMISTRY — 52 Credit Hours

Since students majoring in Chemistry will adequately satisfy the science requirements of General Education within the requirements of the Chemistry program, they should not take Phys. 101 — Physical Science, Math. 101 — Fundamentals of Mathematics, nor Biol. 103 — General Biology I.

<i>Chemistry</i> (28)	CR
Chem. 111, 112—General Chemistry I & II	8
Chem. 222—Quantitative Analysis	4
Chem. 331, 332—Organic Chemistry I & II	8
Chem. 411, 412—Physical Chemistry I & II	8

<i>Physics</i> (12)	
Phys. 211, 212—General Physics I & II	8
Phys. 410—Introduction to Atomic Physics	4

<i>Mathematics</i> (12)*	
Math. 211, 212—Calculus I & II	8
Math. 311—Intermediate Calculus	4

*Pre-Calculus, Math. 110 (4 credits) may also be required of insufficiently prepared students.

SUMMARY

	CR
General Education	62
Professional Education	24
Specialization	40
Free elective	2
Total	128

PHYSICS — 48 Credit Hours

Since students majoring in Physics will adequately satisfy the science requirements of General Education within the requirements of the Physics program, they should not take Phys. 101 — Physical Science, Math. 101 — Fundamentals of Mathematics, nor Biol. 103 — General Biology I.

REQUIRED COURSES (42 CRS.)

<i>Physics</i> (19)	CR
Phys. 211, 212—General Physics I & II	8
Phys. 410—Introduction to Atomic Physics	4
Phys. 411—Mechanics	3
Phys. 414—Electricity and Magnetism	4

<i>Chemistry</i> (8)	
Chem. 111, 112—General Chemistry I & II	8

<i>Mathematics</i> (15)*	
Math. 211, 212—Calculus I & II	8
Math. 311—Intermediate Calculus	4
Math. 312—Differential Equations	3

*Pre-Calculus, Math. 110 (4 credits), may also be required of insufficiently prepared students.

ELECTIVE COURSES (at least 6 Credits)

	CR
Phys. 412—Optics	3
Phys. 415—Electronics	4
Phys. 420—Vibrations and Waves	3
Phys. 421—Solid State Physics	3
Phys. 422—Thermodynamics	3
Phys. 490—Physics Seminar	1

SUMMARY

	CR
General Education	62
Professional Education	24
Specialization	36
Free electives	6
Total	128

MATHEMATICS — 33 Credit Hours

It is strongly recommended that the 8 non-mathematics credit hours in science requirements of General Education be satisfied with Physics 211 and 212.

	CL	CR
Math. 110—Pre-Calculus	4	4
(Does not apply to credits for mathematics major.)		

REQUIRED (21 CRS.)

Math. 211—Calculus I	4	4
Math. 212—Calculus II	4	4
Math. 221—Statistics	4	3
Math. 222—College Geometry	3	3
Math. 311—Intermediate Calculus	4	4
Math. 321—Intro. to Modern Algebra	3	3

ELECTIVES (choose 4)

Math. 241—Introduction to Computer Programming	1	1
Math. 312—Differential Equations	3	3
Math. 322—Linear Algebra	3	3
Math. 331—Algebra for Secondary School Teachers	3	3
Math. 332—Modern Geometry	3	3
Math. 411—Advanced Calculus	3	3
Math. 412—Complex Variables	3	3
Math. 421—Intro. to Topology	3	3
Math. 422—Intro. to Group Theory	3	3
Math. 431—Number Theory	3	3
Math. 432—Elementary Numerical Analysis	3	3

SUMMARY

	CR
General Education	62*
Professional Education	24
Specialization	33
Electives	9
Total	128

EARTH AND SPACE SCIENCE

EARTH AND SPACE SCIENCE — 39 Credit Hours

Earth and Space Science majors are not required to take Math. 101 — Fundamentals of Mathematics or Phys. 101—Physical Science.

REQUIRED COURSES (39 CRS.)

<i>Mathematics</i> (6)	CL	CR
Math. 111—College Algebra	3	3
Math. 112—Trigonometry	3	3
<i>Physics</i> (8)		
Phys. 111—Introductory Physics I	6	4
Phys. 112—Introductory Physics II	6	4
<i>Chemistry</i> (4)		
Chem. 111—General Chemistry I	6	4
<i>Earth Science</i> (21) *		
Geog. 354—Cartography	4	3
Geog. 355—Meteorology	4	3
Geog. 356—Climatology	3	3
Geog. 357—Physical Geology	4	3
Geog. 359—Oceanography	3	3
Geog. 361—Historical	3	3
Geog. 365—Geomorphology	4	3
Geog. 451—Field Techniques in Earth and Space Science	3	3
Geog. 453—Astronomy	3	3

Student must complete 7 of the listed 9 courses. At least 1 lab course must be included.

SUMMARY

	CR
General Education	62
Professional Education	24
Specialization	33
Electives	9
Total	128

*Count Math. 111—College Algebra and Phys. 111—General Physics as General Education.

GEOGRAPHY and EARTH and SPACE SCIENCE — 45 Credit Hours

Geography and Earth and Space Science majors are *not* required to take Math. 101—Fundamentals of Mathematics and Phys. 101—Basic Physical Science.

REQUIRED COURSES (33 CRS.)

<i>Mathematics</i> (6)	CL	CR
Math. 111—College Algebra	3	3
Math. 112—Trigonometry	3	3
<i>Physics</i> (8)		
Phys. 111—Introductory Physics I	6	4
Phys. 112—Introductory Physics II	6	4
<i>Chemistry</i> (4)		
Chem. 111—General Chemistry I	6	4
<i>Earth Science</i> (15)*		
Geog. 354—Cartography	4	3
Geog. 355—Climatology	4	3
Geog. 356—Climatology	3	3
Geog. 357—Physical Geology	4	3
Geog. 359—Oceanography	3	3
Geog. 361—Historical Geology	3	3
Geog. 365—Geomorphology	3	3
Geog. 451—Field Techniques in Earth and Space Science	3	3
Geog. 453—Astronomy	3	3

ELECTIVE COURSES (12 CRS.)

Geog. 121—Economic Geography	3	3
Geog. 223—Geography of Anglo-America	3	3
Geog. 233—Geography of Europe	3	3
Geog. 243—Geography of Asia	3	3
Geog. 244—Geography of Latin America	3	3
Geog. 245—Geography of Africa	3	3
Geog. 246—Geography of the Soviet Realm	3	3
Geog. 323—Political Geography	3	3
Geog. 358—Conservation of Natural Resources	3	3
Geog. 363—Urban Geography	3	3

SUMMARY

	CR
General Education	62
Professional Education	24
Specialization	33
Electives	9
Total	128

*At least 1 lab course must be included.

**Count Math. 111—College Algebra and Phys. 111—General Physics as General Education.

GEOGRAPHY — 30 Credit Hours

REQUIRED COURSES (12 CRS.)

<i>Basic Geography</i> (12)	CL	CR
Geog. 102—World Cultural Geography	3	3
Geog. 353—Physiography	3	3
Geog. 355—Meteorology	4	3
Geog. 492—Geography Seminar	3	3

RESTRICTED ELECTIVES—

At least one course must be chosen from each of Groups 1, 2, and 3.

GROUP 1. *Earth Studies*

Geog. 354—Cartography	4	3
Geog. 356—Climatology	3	3
Geog. 357—Physical Geology	4	3
Geog. 359—Oceanography	3	3
Geog. 361—Historical Geology	3	3
Geog. 365—Geomorphology	4	3
Geog. 451—Field Techniques in Earth and Space Science	3	3
Geog. 453—Astronomy	3	3

GROUP 2. *Human Geography*

Geog. 121—Economic Geography	3	3
Geog. 224—Geographic Influences in American History	3	3
Geog. 323—Political Geography	3	3
Geog. 358—Conservation of Natural Resources	3	3
Geog. 363—Urban Geography	3	3

GROUP 3. *Regional Studies*

Geog. 223—Geography of Anglo-America	3	3
Geog. 233—Geography of Europe	3	3
Geog. 243—Geography of Asia	3	3
Geog. 244—Geography of Latin America	3	3
Geog. 245—Geography of Africa	3	3
Geog. 246—Geography of the Soviet Realm	3	3

SUMMARY

	CR
General Education	62
Professional Education	24
Specialization	33
Electives	9
Total	128

COMPREHENSIVE SOCIAL STUDIES

BASIC SPECIALIZATION REQUIREMENTS (9 credit hours plus area requirements as indicated)

Elements of Political Science	3
Economic and Cultural Geography	3
Principles of Economics II	3
	9

The above requirements must be supplemented with more intensive work in one of the three major areas of emphasis indicated below.

1. SOCIAL PROBLEMS EMPHASIS

Within the social problems emphasis, the student must select one of the specialized curricula described. Coupled with the above requirements, this will permit certification in Comprehensive Social Studies and the SINGLE subject indicated.

a. ECONOMICS—21 Credit Hours

(1) *Required Courses* (9 CRS.)

Industrial History of the United States	3
Comparative Governments OR Contemporary Social Problems	3
Comparative Economic Systems	3

(2) *Elective Courses* (12 CRS.)

Industrial Relations	3
Money and Banking	3
Intermediate Micro-Economics	3
Public Finance and Macro-Economics	3
Economic Growth of Underdeveloped Areas	3
History of Economic Thought	3

b. SOCIOLOGY—21 Credit Hours

(1) *Required Courses* (12) CRS.)

Comparative Governments OR International Relations	3
Selected Contemporary Cultures OR Personality in Culture and Society	3
Racial and National Minority Groups	3
Contemporary Social Problems	3

(2) *Elective Courses*

Sociological Theory	3
Comparative Non-Literate Cultures	3
Indians of North and South America	3
Social Work and the Welfare Services	3
Marriage and the Family	3
Urban Sociology	3
Criminology	3

c. POLITICAL SCIENCE—21 Credit Hours

CR

(1) *Required Courses* (9 CRS.)

Diplomatic History of the U.S. since 1898 OR Contemporary Social Problems OR Comparative Economic Systems	3
International Relation OR Comparative Governments (If both courses are desired, one may be counted in place of a political science elective)	3
History of Political Thought	3

(2) *Elective Courses* (12 CRS.)

State and Local Government	3
Political Parties and Elections	3
Public Opinion and Propaganda	3
Public Administration	3
History of Political Thought	3

d. HISTORY-GOVERNMENT—21 Credit Hours

(1) *Required Courses* (15 CRS.)

(Minimum of one course from *each* of the groups below.)

Group (a): European History

England to 1688	3
England since 1688	3
The Age of Absolutism, 1600-1789	3
Revolution, Liberalism and Nationalism, 1789-1914	3
Europe since 1914	3
Diplomatic History of Europe, 1815-1914	3
Diplomatic History of Europe since 1914	3
Central Eastern Europe since 1815	3

Group (b): Non-Western World History

Latin America since 1820	3
Modern Far East	3
Russia to 1917	3
Soviet Russia	3
Modern Africa	3
The Near and Middle East since 1800	3

Group (c): United States History

Early National Period	3
Expansion and Disunion, 1828-1865	3
The Emergence of Industrial America, 1865-1898	3
Early Twentieth Century, 1898-1932	3
Diplomatic History of the U.S. to 1898	3
Diplomatic History of the U.S. since 1898	3
Selected Political and Constitutional Problems	3
Contemporary United States, 1932 to the Present	3

Group (d): National Politics

State and Local Government	3
Political Parties and Elections	3

Group (e): International Politics

International Relations	3
Comparative Governments	3

(2) *Elective Courses* (6 CRS.) CR

Two courses to be selected by the student from History
and/or Political Science 6

c. GEOGRAPHY—21 Credit Hours

(1) *Required Courses* (18 CRS.)

(Minimum of one course from *each* of the groups below.)

Group (a): Earth Studies

Physiography 3
or
Geomorphology 3

Group (b): Human Geography

Economic Geography 3
Conservation of Natural Resources 3
Geographic Influences in American History 3
Political Geography 3
Urban Geography 3

Group (c): Regional Studies

Geography of Anglo-America 3
Geography of Latin America 3
Geography of Europe 3
Geography of Asia 3
Geography of Africa 3
Geography of the Soviet Realm 3

(2) *Elective Courses* (3 CRS.)

(One course from *one* of the five groups below.)

Group (a): Economics

Industrial Relations 3
Intermediate Economics 3
Comparative Economic Systems 3

Group (b): Sociology

Racial and National Minority Groups 3
Urban Sociology 3
Contemporary Social Problems 3

Group (c): Political Science

State and Local Government 3
International Relations 3
Comparative Government 3

Group (d): History

Europe since 1914 3
Latin America since 1820 3
The Modern Far East 3
Modern Africa 3
Contemporary U.S., 1932 to the Present 3
Emergence of Industrial America, 1765-1898 3
Soviet Russia 3

Group (e): Philosophy

Logic 3

2. HISTORICAL EMPHASIS—18 Credit Hours

This program, coupled with the General Education requirements, will permit certification in Comprehensive Social Studies with a concentration in history.

(1) *Required Courses* (12 CRS.)

CR

(Minimum of one course from *each* of the groups below.)

Group (a): Ancient to Early Modern Era

England to 1688	3
The Classical World	3
Medieval Europe	3
The Renaissance and Reformation	3
The Age of Absolutism, 1600-1789	3
Colonial United States to 1783	3

Group (b): Modern Europe

England since 1688	3
Revolution, Liberalism and Nationalism, 1789-1914	3
Europe since 1914	3
Diplomatic History of Europe, 1815-1914	3
Contemporary Europe Culture Tour	6
Diplomatic History of Europe since 1914	3
Intellectual History of Europe since the Enlightenment	3

Group (c): The Non-Western World

Latin America since 1820	3
Modern Far East	3
Russia to 1914	3
Modern Africa	3
Near and Middle East since 1800	3
Soviet Russia	3

Group (d): United States

Early National Period	3
Expansion and Disunion, 1828-1865	3
Emergence of Industrial America, 1865-1898	3
Early Twentieth Century, 1898-1932	3
Contemporary U.S., 1932 to the Present	3
History of Pennsylvania	3
Diplomatic History of the U.S. to 1898	3
Diplomatic History of the U.S. since 1898	3
Selected Political and Constitutional Problems	3

(2) *Elective Courses* (6 CRS.)

(One course from *two* of the five groups below.)

Group (a): Economics

Industrial Relations	3
Money and Banking	3
Intermediate Economics	3
Public Finance	3
Comparative Economic Systems	3

Group (b): Sociology

Racial and National Minority Groups	3
Urban Sociology	3
Contemporary Social Problems	3

<i>Group (c): Political Science</i>	CR
State and Local Government	3
Constitutional Law	3
Public Administration	3
International Relations	3
Comparative Governments	3

<i>Group (d): Geography</i>	
Geography of the U.S. and Pa.	3
Geographic Influences in U.S. History	3
Political Geography	3

<i>Group (e): Philosophy</i>	
Philosophy of Science	3
Philosophy of Religion	3

3. CULTURAL EMPHASIS—18 Credit Hours

This program, coupled with the General Education requirements, will permit certification in Comprehensive Social Studies with broad orientation in a specific geographic area.

(1) *Required Courses* (15 CRS.)

Selected Contemporary Cultures	3
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The other twelve credits in the required courses are to be completed by selecting ONE of the following four sequences.

<i>Group (a): Latin America</i>	
Geography of Latin America	3
Latin America since 1820	3
Economic Growth of Underdeveloped Areas	3
Politics and Institutions of Latin America	3

<i>Group (b): Europe</i>	
Geography of Europe	3
Europe since 1914	3
Comparative Economic Systems	3
Comparative Governments	3

<i>Group (c): Far East</i>	
Geography of the Orient	3
Modern Far East	3
Economic Growth of Underdeveloped Areas	3
Politics and Institutions of the Far East	3

<i>Group (d): Africa</i>	
Geography of Africa	3
Modern Africa	3
Economic Growth of Underdeveloped Areas	3
Politics and Institutions of the Middle East and Africa	3

(2) *Elective Courses* (3 CRS.)

One course from any one of the above outside the selected sequence.

HISTORY

24 Credit Hours

REQUIRED COURSE (3 CRS.)

	CL	CR
Hist. 399—Bibliography and Research	3	3

ELECTIVE COURSES (15 CRS. FROM ONE GROUP)

Group A—European Survey

Hist. 312—Classical World	3	3
Hist. 314—Medieval Europe	3	3
Hist. 318—England to 1688	3	3
Hist. 319—England since 1688	3	3
Hist. 322—Renaissance and Reformation Eras	3	3
Hist. 324—The Age of Absolutism, 1600-1789	3	3
Hist. 326—Revolution, Liberalism and Nationalism, 1789-1914	3	3
Hist. 332—Europe since 1914	3	3

Group B—Recent Europe

Hist. 319—England since 1688	3	3
Hist. 326—Revolution, Liberalism and Nationalism, 1789-1914	3	3
Hist. 332—Europe since 1914	3	3
Hist. 412—Central Eastern Europe since 1815	3	3
Hist. 421—Diplomatic History of Europe, 1815-1919	3	3
Hist. 422—Diplomatic History of Europe since 1919	3	3
Hist. 428—Intellectual History of Europe since the Enlightenment	3	3
Hist. 452—Soviet Russia	3	3

Group C—Recent Non-Western World

Hist. 352—Latin America since 1820	3	3
Hist. 354—The Modern Far East	3	3
Hist. 356—Russia to 1917	3	3
Hist. 358—Modern Africa	3	3
Hist. 362—The Near and Middle East since 1800	3	3
Hist. 452—Soviet Russia	3	3
Hist. 454—China and Japan in the Twentieth Century	3	3
Hist. 456—Problems in Africa and the Near and Middle East	3	3

Group D—The Contemporary World

Hist. 332—Europe since 1914	3	3
Hist. 384—Contemporary United States, 1932 to Present	3	3
Hist. 392—Diplomatic History of the U.S. since 1898	3	3
Hist. 412—Central Europe since 1815	3	3
Hist. 422—Diplomatic History of Europe since 1919	3	3
Hist. 452—Soviet Russia	3	3
Hist. 454—China and Japan in the Twentieth Century	3	3
Hist. 456—Problems in Africa and Near the Middle East	3	3

Group E—United States Survey

Hist. 372—Colonial Period of America, to 1783	3	3
Hist. 374—Early National Period of the United States	3	3
Hist. 376—American Expansion and Disunion, 1828-1865	3	3
Hist. 378—Emergence of Industrial America, 1865-1898	3	3
Hist. 382—Early Twentieth Century United States, 1898-1932	3	3
Hist. 384—Contemporary United States, 1932 to Present	3	3
Hist. 388—Pennsylvania	3	3

90 Bloomsburg State College

Group F—United States Topics and Problems

	CL	CR
Hist. 391—Diplomatic History of the United States to 1898	3	3
Hist. 392—Diplomatic History of United States since 1898	3	3
Hist. 396—Selected Political and Constitutional Problems	3	3
Hist. 471—Industrial History of the United States	3	3
Hist. 472—History of Labor in the United States	3	3
Hist. 481—United States Social, Cultural and Intellectual History to 1860	3	3
Hist. 482—United States Social, Cultural and Intellectual History since 1860	3	3

Additional, 6 credits to be elected from outside of group of concentration.

FREE ELECTIVES (18 CRS.)

Single-subject (6 CRS.)

From ONE of the disciplines of:

- Economics
- Geography
- Political Science
- Sociology
- A single Foreign Language¹
- Humanities²

1. Students electing Foreign Language must complete 12 credits unless exception is approved by the Department of History.
2. Courses fulfilling the Humanities block are:

Art	311—American Art History	3	3
Art	321—European Art History	3	3
Art	331—Oriental Art History	3	3
Eng.	231—British Writers	3	3
Eng.	232—British Writers	3	3
Eng.	307—Russian Literature in Translation	3	3
Eng.	381—American Literature	3	3
Eng.	382—American Literature	3	3
Eng.	385—The American Novel	3	3
Eng.	386—Later American Prose	3	3
Speech	415—History of the Theatre	3	3
Music	331—History of Music	3	3
Music	332—American Music	3	3
Music	431—Music of the Romantic Era	3	3
Music	432—Twentieth Century Music	3	3
Phil.	303—Philosophy of Science	3	3
Phil.	306—Philosophy of Religion	3	3

General (12 CRS.)

Except for history majors who pursue a foreign language and who will usually complete only 6 credits of general electives, majors will complete 12 credits in courses approved by their advisor.

SUMMARY

	CR
General Education	62
Professional Education	24
Specialization	24
Electives	18
Total	128

COURSE DESCRIPTIONS

DEPARTMENT OF ART

Art 101 — *Introduction to Art* 3 cr. hrs.

A consideration of the great works of art, past and present, with an analysis of the structure of art as determined by civilization, communication, and expression.

Art 301 — *Children's Art* 3 cr. hrs.

Study devoted to the art of children and ways to promote attitudes of discovery and invention.

Art 311 — *American Art History* 3 cr. hrs.

A detailed study of the history of the visual arts in America.

Art 321 — *European Art History* 3 cr. hrs.

A detailed study of the history of the visual arts on the European continent from the Greek era to the present.

Art 331 — *Oriental Art History* 3 cr. hrs.

A detailed study of the history of the visual arts in Japan, China, India, and the countries of the Near East.

Art 351 — *Ceramics* 3 cr. hrs.

A study of ceramics and pottery using various techniques of firing and glazing.

Art 399 — *Drawing* 3 cr. hrs.

A study of the fundamental problems in drawing, stressing the perception of volume, value, line, and organization of the two-dimensional surface.

Art 401 — *Painting I* 3 cr. hrs.

Introduction to form and color through studio experience.

Art 402 — *Painting II* 3 cr. hrs.

Continued sensitive development toward a maturing style in painting. Prerequisite: Art 401.

Art 403 — *Painting III* 3 cr. hrs.

Advanced work in painting planned for individual needs. Prerequisite: Art 402.

Art 404 — *Sculpture I* 3 cr. hrs.

Studio exploration of three-dimensional expression.

Art 405 — *Sculpture II* 3 cr. hrs.

Continued sensitive development toward a maturing style in sculpture.

Prerequisite: Art 404.

Art 406 — *Sculpture III* 3 cr. hrs.

Advanced work in sculpture planned for individual needs. Prerequisite:

Art 405.

Art 450 — *Art Education in the Elementary School* 3 cr. hrs.

Designed to explore the theories and techniques behind the use of art in the elementary school.

Art 499 — *Visual Aesthetics* 3 cr. hrs.

Directed study of the "silent image" emphasizing artistic concern with environmental relationships.

DEPARTMENT OF ENGLISH

Eng. 101 — *English Composition* 3 cr. hrs.

Close study of reading and writing to produce proficiency in both. Frequent themes, intensive study of the principles of rhetoric and grammar.

Eng. 102 — *English Composition* 3 cr. hrs.

A continuation of English 101, with increasing emphasis on effective diction, tone, and style. In addition to regular compositions and book reviews, a term paper is required. Prerequisite: Eng. 101.

Eng. 202 — *Creative Writing* 3 cr. hrs.

At least three original short stories and five original poems receive critical analysis by the instructor and by the class in group discussion. Form, metrics, imagery, and diction are evaluated.

Eng. 207 — *Survey of World Literature* 3 cr. hrs.

Acquaints the students with many of the most important literary works of the western world and with significant literary genres and literary movements.

Eng. 208 — *Survey of World Literature* 3 cr. hrs.

A continuation of English 207, generally covering works of more recent date than those in English 207. Considerably more collateral reading. Prerequisite: Eng. 207.

Eng. 209 — *Literary Genres* 3 cr. hrs.

Designed for English majors and concentrators, replacing General Education requirement of English 207. Emphasizes literary form as a vehicle for expression of ideas. Covers major works of western literature such as those of Homer, Aeschylus, Sophocles, Vergil, Dante, Cervantes, Goethe, Flaubert, and others.

Eng. 231 — *British Writers* 3 cr. hrs.

Required second-semester course for English majors. Selections from Chaucer, Spenser, Shakespeare, Bacon, Donne, Milton, Dryden, Swift, Pope, Boswell, and Johnson.

Eng. 232 — *British Writers* 3 cr. hrs.

Required third-semester course for English majors. Selections from Wordsworth, Coleridge, Byron, Shelley, Keats, Tennyson, Browning, Arnold, Shaw, Yeats, and Eliot. Prerequisite: Eng. 231.

Eng. 249 — *Shakespeare* 3 cr. hrs.

Required for English majors, to be taken in third or fourth semester. Study of eighteen of Shakespeare's plays with emphasis on Shakespeare as poet and playwright, and attention to conditions of the Elizabethan Theater and to the history of the Shakespearean text.

Eng. 301 — *Journalism* 3 cr. hrs.

An introduction to the fundamentals of news gathering, reporting and editing. Includes both the study of criteria for newspaper evaluation and a brief survey of newspaper development in the United States.

Eng. 302 — *Advanced Composition* 3 cr. hrs.

Designed for English majors and concentrators, though other students are admitted. Aims to develop in the student a greater mastery over the elements of effective writing. Attention is given to the problem of evaluating writing.

Eng. 307 — *Russian Literature in Translation* 3 cr. hrs.

An introduction to the "golden age" of Russian literature — from Pushkin to Sholokhov. Readings in English of novels, poems, plays, and short stories. Attention given to ideas reflected in the works as well as to the medium through which they are dramatized.

Eng. 312 — *Ideas in Literature*

3 cr. hrs.

Examines such recurrent concepts in literature as the conflict between freedom and fate, the place of good and evil in the scheme of things, and the role of the individual in society.

Eng. 316 — *Children's Literature*

3 cr. hrs.

Examination and study of literature for children, with emphasis on criteria for selecting literature for the classroom and the library, suggestions for presenting literary works in the elementary classroom, and basic literary concepts. Required of all students in Elementary Education.

Eng. 321 — *Short Story*

3 cr. hrs.

An introduction to the French, Russian, English, and American short story, through reading and analysis of representative samples. One original short story and one oral critical analysis of a well-known short story may be required of each student.

Eng. 322 — *Modern Drama*

3 cr. hrs.

Major Continental, English, and American plays from Ibsen to Beckett, with emphasis on contemporary attitudes, themes, and structure as contrasted with those of traditional dramatists.

Eng. 324 — *Modern Novel*

3 cr. hrs.

Reading limited to British and American novelists from D. H. Lawrence to Faulkner. Treats the current novel as a developing art form, as a vehicle providing insight into human problems, and as a reflection of the modern.

Eng. 325 — *Poetry*

3 cr. hrs.

Designed to permit student exploration of the genre, under guidance of instructor. The nature of poetry — its aims, how it is created, historical and individual changes and variations in manner and matter.

Eng. 326 — *Modern Poetry*

3 cr. hrs.

An introduction to contemporary poetic movements through study of Emily Dickinson, T. S. Eliot, E. E. Cummings, Robert Lowell, Allen Ginsberg, Thomas Hardy, Gerard Manley Hopkins, W. B. Yeats, W. H. Auden, Dylan Thomas, and other poets.

Eng. 332 — *Blake and Yeats*

3 cr. hrs.

A study of two great poets united by their search for a vision and by having created in this search perhaps the most original and complete mythological systems in English literature.

Eng. 341 — *Early and Middle English Literature* 3 cr. hrs.

A study of Beowulf and other Old English works in translation and of medieval chronicles and romances including *Sir Gawain and the Green Knight* and *Le Morte d' Arthur*.

Eng. 342 — *Early English Drama* 3 cr. hrs.

Early native drama, including miracle and mystery plays, morality plays, and interludes, Elizabethan dramatists: Heywood, Marlowe, Kyd, Jonson, Webster, Middleton, and Ford.

Eng. 343 — *Chaucer* 3 cr. hrs.

Study of Chaucer's major poetry, with practice in speaking and reading Middle English and with major emphasis on Chaucer's literary achievement and his humanism.

Eng. 347 — *The Renaissance in England* 3 cr. hrs.

The non-dramatic prose and verse of the period, emphasizing the last quarter of the century. The humanists: Erasmus, More, Castiglione, Elyot, Ascham; Renaissance forms and ideas in Lyly, Sidney, Spenser, Daniel, Drayton, Shakespeare, Marlowe, Chapman, Greene, and others.

Eng. 352 — *17th Century Literature* 3 cr. hrs.

Poetry and prose, beginning with Jonson. The rival traditions of Donne and Jonson in such poets as Herbert, Vaughn, Quarles, Cowley, Herrick, and Marvell. Principal prose writers: Burton, Browne, Taylor, Fuller, Baxter, Bunyan, and Dryden.

Eng. 356 — *Restoration and Later Drama* 3 cr. hrs.

Wycherley, Etherege, Congreve, Farquhar, Dryden, and Otway, with consideration of Moliere's influence in Restoration drama. Eighteenth century sentimental comedy and tragedy, and reaction against it in Goldsmith and Sheridan. Trends in 19th century drama.

Eng. 357 — *18th Century Literature* 3 cr. hrs.

Survey of literature of the Augustan Age in England: Addison and Steele, Swift, Pope, Boswell, and Johnson; forerunners of the Romantic Revival; beginnings of the British novel; the plays of Addison, Steele, Sheridan, and Goldsmith.

Eng. 358 — *18th Century Novel* 3 cr. hrs.

Emphasizes major novels of Defoe, Richardson, Fielding, Smollett, Sterne, and Austin; traces the development of the English novel from picaresque to realistic.

Eng. 363 — *19th Century Novel* 3 cr. hrs.

The major British writers of the Victorian Period, with supplementary readings in the works of the great continental novelists.

Eng. 364 — *19th Century Literature* 3 cr. hrs.

Covers the major poets such as Wordsworth, Keats, Tennyson, Arnold, as well as major prose writers: Hazlitt, Lamb, DeQuincey, Peacock, Newman, Huxley, Carlyle, and others.

Eng. 381 — *American Literature* 3 cr. hrs.

Surveys American Literature from its Colonial beginnings through the Civil War, with emphasis on the writers of the American Renaissance.

Eng. 382 — *American Literature* 3 cr. hrs.

Continues English 381, covering major writers and significant social and literary movements up to the present day.

Eng. 385 — *The American Novel* 3 cr. hrs.

Surveys development of the novel in America from Charles Brockden Brown to the present, with emphasis on outstanding American novelists of the Twentieth Century.

Eng. 386 — *Later American Prose* 3 cr. hrs.

Covers representative writers from the late 19th Century to the present: Veblen, Steffens, Hearn, Mencken, Babbitt, More, Brooks, Lippman, and others. Stresses political, social, and artistic milieu.

Eng. 401 — *Structure of English* 3 cr. hrs.

A descriptive study of the phonology, morphology, syntax, and graphic formulas of modern American English.

Eng. 402 — *History of the English Language* 3 cr. hrs.

A descriptive study of the causes and effects of phonemic, morphological, syntactic, and semantic change in the English language from the Anglo-Saxon conquest to the present.

Eng. 403 — *Advanced Grammatical Theory* 3 cr. hrs.

Explores the most recent theories of grammatical analysis and pays particular attention to transformational grammar. Prerequisite: Eng. 401, or permission of instructor.

Eng. 405 — *Criticism*

3 cr. hrs.

For advanced students majoring in English. Admission must be arranged with instructor. Examines works of major critics: Plato, Aristotle, Longinus, Sidney, Boileau, Coleridge, and others. Applies critical principles to literary texts.

DEPARTMENT OF SPEECH

Speech 103—*Introduction to Speech*

3 cr. hrs.

The study and practice of skills in oral communication. Emphasis is on sound organization and effective language; with awareness of different speech patterns, and audience adaptation. The course includes theory and practice in the requirements for effective speaking and interpretation of literature and group discussion.

Speech 105—*Communication Theory and Rhetoric*

3 cr. hrs.

Open to all students; required of speech majors. The course treats both the principles of classical rhetoric and the contemporary theories in communication. A survey of behavioral science, semantics, and the philosophy of language.

Speech 206 — *Oral Interpretation of Literature*

3 cr. hrs.

A study of the intellectual and emotional meanings used in the presentation of poetry and prose. Practice in the skills required for the successful reading aloud of these meanings to a group of listeners.

Speech 208 — *Introduction to Theatre Arts*

3 cr. hrs.

A survey of the arts of the theatre: directing, play production, theatre history, stage design, and acting. The student is given a broad general background in theatre.

Speech 211 — *Theatre Production*

3 cr. hrs.

A study of the physical aspects of producing a play: scene design, costuming, make-up properties, stage management, and business procedures. The student is thus equipped with the basic skills for the technical work of production. Crew work is assigned.

Speech 218 — *Discussion*

3 cr. hrs.

A study of the principles and processes of group discussion in policy making situations and interpersonal relations. Practical problems in leadership and participation are provided.

Speech 231 — *Introduction to Radio and Television* 3 cr. hrs.

A survey of communication practices and techniques in the media of radio and television. The student is given practice in these techniques, and is provided with a background of their dynamics in relation to modern society.

Speech 241 — *Voice and Diction* 3 cr. hrs.

A study of the vocal organs and their function. Designed for students who wish to improve their vocal quality and who have no voice defects.

Speech 307 — *Business and Professional Speech* 3 cr. hrs.

A study and practice of speech as applied in business and professional careers. Analysis of employer-employee situations, and management-labor relations.

Speech 311 — *Scene Design* 3 cr. hrs.

A study of the techniques of design and execution of stage settings with the integration of lighting, costume, and makeup. A survey of the historical development of scene design and staging. Prerequisites: consent of the instructor.

Speech 312 — *Fundamentals of Acting* 3 cr. hrs.

An introduction to the theories and techniques of acting. A study of the development of the character physically, emotionally, and intellectually. Individual and group exercises.

Speech 318 — *Creative Dramatics* 3 cr. hrs.

A study of the background and methods of creative dramatics for the teacher. The techniques of psycho-drama, socio-drama, therapeutic drama, etc. are studied and analyzed. Dramatics as an improvisational form of theatre is emphasized.

Speech 319 — *Children's Theatre* 3 cr. hrs.

A survey of dramatic literature for children and an investigation into the theories and techniques of theatre for children. Creative dramatics is introduced. Lab hours required.

Speech 321—*Argumentation* 3 cr. hrs.

The basic principles of argument, with practice in debate. The fundamentals of logic are provided. Stress is on the techniques of effective thinking and speaking on controversial issues.

Speech 325 — *Extempore Speech* 3 cr. hrs.

An advanced public speaking course. Theories of, and exercises in, the four types of speaking. Major emphasis is on the composition and delivery of the extemporaneous speech.

Speech 411 — *Directing* 3 cr. hrs.

A comprehensive study of staging a play, from the selection of a script up to the opening performance. Each student directs and participates in classroom projects. Lab hours required.

Speech 414 — *Costuming for Stage* 3 cr. hrs.

Costuming for the theatre through application of historical developments and elements of design to the requirements of the theatre. Lab hours required.

Speech 415 — *History of the Theatre* 3 cr. hrs.

Study of the major periods of theatrical history from the viewpoint of play and the production. A survey of the theatre from the beginnings in Greece to 1660, with consideration given to the influences of Asiatic and African cultures.

Speech 416 — *Modern Theatre* 3 cr. hrs.

Developments in modern theatre practice and philosophy from Wagner and Appia to the present day. World theatre since Ibsen is studied, with particular attention to the contemporary American theatre scene.

Speech 421 — *Persuasion* 3 cr. hrs.

Analysis of problems of human motivation as encountered in audience situations. A study and practice of both the ethical, and scientific approach, by the speaker. Methods of applying a knowledge of the basis and tools of persuasion presented in detail.

Speech 490 — *Speech Seminar* 3 cr. hrs.

A survey of the field of speech, with special emphasis on dramatic art. Purpose is to broaden the student's knowledge in his special field of learning by research and investigative papers and projects.

Speech 492 — *Speech Seminar* 3 cr. hrs.

A survey of the field of speech, with special emphasis on public address. Purpose is as in Speech 490.

DEPARTMENT OF FOREIGN LANGUAGES

FRENCH

- Fr. 101 — *Beginning French (For students with no previous study of French)* 3 cr. hrs.

An audio-lingual approach toward the rapid development of acceptable pronunciation, vocabulary accumulation in a contextual frame of reference. Understanding and speaking stressed.

- Fr. 102 — *Beginning French* 3 cr. hrs.

Continuation of the development of basic skills of understanding, speaking, reading, writing, with some increase in amount of reading and writing.

- Fr. 103 — *Intermediate French (For students having two or more years of French Background)* 3 cr. hrs.

Outside reading of material having a modern *modus vivendi* content. Compositions are assigned; pronunciation perfected as well as intonation, fluency of basic dialogues.

- Fr. 104 — *Intermediate French* 3 cr. hrs.

A cultural reader and a fiction story are concluded by the end of this course. Students should be able to comprehend without translating.

- Fr. 210 — *Contemporary Literature of France* 3 cr. hrs.

Presentation of selected literary works and classroom discussion. Classes are held primarily in the foreign language.

- Fr. 211 — *Contemporary Literature of France* 3 cr. hrs.

Additional works of modern-day France, graded according to the level of the class.

- Fr. 301 — *Advanced Conversation and Composition* 3 cr. hrs.

Speech production with native pronunciation, fluency, intonation, para-language, and kinesics is designed to bring about optimum ability to communicate. Written composition stresses correct writing forms, grammatical structures. Prerequisite: French 104, 211.

Fr. 302 — *Advanced Conversation and Composition* 3 cr. hrs.

Continued class oral work, discussions of topics which are oriented to contemporary culture. Development of expression, identification of regional dialects, colloquialisms.

Fr. 310 — *The Culture and Civilization of France* 3 cr. hrs.

Designed to give students a thorough understanding of French government, customs, education, fine arts, folk lore, and history. Current events are viewed through French magazines and newspapers.

Fr. 311 — *The Culture and Civilization of France* 3 cr. hrs.

Continued study of available materials which represent the present way of life and the philosophies behind French nationalism.

Fr. 315 — *The French Short Story* 3 cr. hrs.

Selected short stories are read and discussed as to content, genre significance, philosophy.

Fr. 316 — *The French Novel* 3 cr. hrs.

Selected French novels are read and discussed in class.

Fr. 321 — *The History of French Literature* 3 cr. hrs.

A survey course intended to show not only the development of French genre but also to give the student an insight into material which he should read more intensively on his own.

Fr. 401 — *French Linguistics* 3 cr. hrs.

Designed to present to the general aspects of phonetics, phonemics, semantics, morphology, etymology, comparative linguistics, historical linguistics, and specifically, the principles behind the audio-lingual approach. Films and tapes are used extensively.

Fr. 402 — *The Methods and Materials of Teaching French* 3 cr. hrs.

An intensive investigation of the methods of teaching which are successful today. Materials are discussed, copies of texts are examined, the audio-lingual approach is practiced after demonstration films are viewed.

SUMMER ELECTIVES

Fr. 203 — *Ramified Conservations*

3 cr. hrs.

A Middlebury-type program for which residence is desirable but required only if enrollment permits. Extensive use made of film strips, films, models, picture charts. Excursions are made into town to visit the hotel, post office, parks, stores, to discuss in the target language the real environment.

Fr. 204 — *Seminar in France*

6 cr. hrs.

Six to eight weeks in France at the University of Dijon. This study-practicum permits the student to get native instruction in the native setting. The students are housed in dormitories and attend the summer course for foreign students. Daily and weekend excursions to places of interest are included in the program. Resident evaluators from Bloomsburg accompany the group to assist students and keep records of progress. Two semesters of French are required for participation in this program.

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French students should be reminded of the special Pennsylvania Junior Year Abroad at Besancon, France. This 30 credit seminar is highly advisable for serious students of foreign languages. The Chairman of the Department of Foreign Languages can supply the details of the program.

GERMAN

Ger. 101 — *Beginning German (For students with no previous study of German)*

3 cr. hrs.

An audio-lingual approach toward the rapid development of acceptable pronunciation, vocabulary accumulation in a contextual frame of reference. Understanding and speaking are stressed.

Ger. 102 — *Beginning German*

3 cr. hrs.

Continuation of the development of basic skills of understanding, speaking, reading, writing, with some increase in amount of reading and writing.

Ger. 103 — *Intermediate German (For students with two or more years of German background)*

3 cr. hrs.

Outside reading of material having a modern *modus vivendi* content. Compositions are assigned; pronunciation perfected as well as intonation, fluency of basic dialogues.

Ger. 104 — *Intermediate German* 3 cr. hrs.

A cultural reader and a fiction story are concluded by the end of this course. Students should be able to comprehend without translating.

Ger. 210 — *Contemporary Literature of Germany* 3 cr. hrs.

Presentation of selected literary works and classroom discussion. Classes are held primarily in the foreign language.

Ger. 211 — *Contemporary Literature of Germany* 3 cr. hrs.

Additional works of modern-day Germany, graded according to the level of the class.

Ger. 301 — *Advanced Conversation and Composition* 3 cr. hrs.

Speech production with native pronunciation, fluency, intonation, para-language, and kinesics is designed to bring optimum ability to communicate. Written composition stresses correct writing forms, grammatical structures. Prerequisite: German 104, 211.

Ger. 302 — *Advanced Conversation and Composition* 3 cr. hrs.

Continued class oral work, discussion of topics which are oriented to contemporary culture. Development of expression, identification of regional dialects, colloquialisms.

Ger. 310 — *The Culture and Civilization of Germany* 3 cr. hrs.

Designed to give students a thorough understanding of German government, customs, education, fine arts, folk lore, history. Current events are viewed through German magazines and newspapers.

Ger. 311 — *The Culture and Civilization of Germany* 3 cr. hrs.

Continued study of available materials which represent the present way of life and the philosophies behind German nationalism.

Ger. 315 — *The German Short Story* 3 cr. hrs.

Selected short stories are read and discussed in class as to content, genre, significance, philosophy.

Ger. 316 — *The German Novel* 3 cr. hrs.

Selected German novels are read and discussed in class.

Ger. 321 — *The History of German Literature* 3 cr. hrs.

A survey course intended to show not only the development of German genre but also to give the student an insight into material which he should read more intensively on his own.

Ger. 401 — *German Linguistics* 3 cr. hrs.

Designed to present to the general aspects of phonetics, phonemics, semantics, morphology, etymology, comparative linguistics, historical linguistics and specifically, the principles behind the audio-lingual approach. Films and tapes are used extensively.

Ger. 402 — *The Methods and Materials of Teaching German* 3 cr. hrs.

An intensive investigation of the methods of teaching that are successful today. Materials are discussed, copies of texts are examined, the audio-lingual approach is practiced after demonstration films are viewed.

SUMMER ELECTIVES

Ger. 203 — *Ramified Conversation* 3 cr. hrs.

A Middlebury-type program for which residence is desirable but required only if enrollment permits. Extensive use made of film strips, films, models, picture charts. Excursions are made into town to visit the hotel, post office, parks, stores, to discuss in the target language the real environment.

Ger. 204 — *Seminar in Germany* 6 cr. hrs.

Six to eight weeks in Germany at the University of Mainz. This study-practicum permits the student to get native instruction in the native setting. The students are housed in dormitories and attend the summer course for foreign students. Daily and weekend excursions to places of interest are included in the program. Resident evaluators from Bloomsburg accompany the group to assist students and keep records of progress. Two semesters of German are required for participation in this program.

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German students should be reminded of the special Pennsylvania Junior Year Abroad at Marburg, Germany. This 30 credit seminar is highly advisable for serious students of foreign languages. The Chairman of the Department of Foreign Languages can supply the details of the program.

RUSSIAN

Until such time as enrollment in this language is sufficient to permit the language to be studied in length and depth, students are advised to select Russian only as a second foreign language, Arts and Sciences requirement, or for its cultural value on a four semester basis only.

Ru. 101 — *Beginning Russian (For students with no previous study of Russian)* 3 cr. hrs.

An audio-lingual approach toward the rapid development of acceptable pronunciation, vocabulary accumulation in a contextual frame of reference. Understanding and speaking are stressed, but students learn to read and write the cyrillic alphabet.

Ru. 102 — *Beginning Russian* 3 cr. hrs.

Continuation of the development of the basic skills of understanding, speaking, reading, and writing. Reading is stressed somewhat more to develop the faculty in recognizing whole phrases toward more rapid reading. Pronunciation is perfected.

Ru. 103 — *Intermediate Russian (For students with two or more years in Russian study, or the completion of 102)* 3 cr. hrs.

Maximum class use of the spoken language is designed to bring about good comprehension and speech. A text on Soviet *modus vivendi* is read outside class and discussed in class in the Russian language.

Ru. 104 — *Intermediate Russian* 3 cr. hrs.

A cultural reader and selected fiction stories are completed during this semester. Students should begin to comprehend the spoken language without translating and are expected to be able to begin conversing in Russian on simple themes.

SPANISH

Span. 101 — *Beginning Spanish (For students with no previous study of Spanish)* 3 cr. hrs.

An audio-lingual approach toward the rapid development of acceptable pronunciation, vocabulary accumulation in a contextual frame of reference. Understanding and speaking are stressed.

Span. 102 — *Beginning Spanish* 3 cr. hrs.

Continuation of the development of basic skills of understanding, speaking, reading, writing, with some increase in amount of reading and writing.

Span. 103 — *Intermediate Spanish (For students with two or more years of Spanish background)* 3 cr. hrs.

Outside reading of material having a modern *modus vivendi* content. Compositions are assigned relative to reading matter.

Span. 104 — *Intermediate Spanish* 3 cr. hrs.

A cultural reader and a fiction story are concluded by the end of this course. Students should be able to comprehend without translating.

Span. 210 — *Contemporary Literature of Spain* 3 cr. hrs.

Presentation of selected literary works and classroom discussion. Classes are held primarily in the foreign language.

Span. 211 — *Contemporary Literature of Spain* 3 cr. hrs.

Additional works of modern-day Spain, graded according to the level of the class.

Span. 301 — *Advanced Conversation and Composition* 3 cr. hrs.

Speech production with native pronunciation, fluency, intonation, para-language, and kinesics is designed to bring about optimum ability to communicate. Written composition stresses correct writing forms, grammatical structures. Prerequisite: Spanish 104, 211.

Span. 302 — *Advanced Conversation and Composition* 3 cr. hrs.

Continued class oral work, discussion of topics which are oriented to contemporary culture. Development of expression, identification of regional dialects, colloquialisms.

Span. 310 — *The Culture and Civilization of Spain* 3 cr. hrs.

Designed to give students a thorough understanding of Spanish government, customs, education, fine arts, folk lore, and history. Current events are viewed through magazines and newspapers.

Span. 311 — *The Culture and Civilization of Spain* 3 cr. hrs.

Continued study of available materials which represent the present way of life and the philosophies behind Spanish nationalism.

Span. 315 — *The Spanish Short Story* 3 cr. hrs.

Selected short stories are read and discussed as to content, genre, significance, philosophy.

Span. 316 — *The Spanish Novel* 3 cr. hrs.

Selected Spanish novels are read and discussed in class.

Span. 321 — *The History of Spanish Literature* 3 cr. hrs.

A survey course intended to show not only the development of Spanish genre but also to give the student an insight into material which he should read more intensively on his own.

Span. 401 — *Spanish Linguistics* 3 cr. hrs.

Designed to present the general aspects of phonetics, phonemics, semantics, morphology, etymology, comparative linguistics, historical linguistics, and specifically, the principles behind the audio-lingual approach. Films and tapes are used extensively.

Span. 402 — *The Methods and Materials of Teaching Spanish* 3 cr. hrs.

An intensive investigation of the methods of teaching which are successful today. Materials are discussed, copies of texts are examined, the audio-lingual approach is practiced after demonstration films are viewed.

SUMMER ELECTIVES

Span. 203 — *Ramified Conversations* 3 cr. hrs.

A Middlebury-type program for which residence is desirable but required only if enrollment permits. Extensive use is made of film strips, films, models, picture charts. Excursions are made into town to visit the hotel, post office, parks, stores, to discuss in the target language the real environment.

Span. 204 — *Seminar in Spain* 6 cr. hrs.

Six to eight weeks in Spain at the University of Madrid. This study-practicum permits the student to get native instruction in the native setting. The students are housed in dormitories and attend the summer course for foreign students. Daily and weekend excursions to places of interest are included in the program. Resident evaluators from Bloomsburg accompany the group to assist students and keep records of progress. Two semesters of Spanish are required for participation in this program.

* * *

Spanish students should be reminded of the special Pennsylvania Junior Year Abroad at Valladolid, Spain. This 30 credit seminar is highly advisable for serious students of foreign languages. The Chairman of the Department of Foreign Languages can supply the details of the program.

DEPARTMENT OF EDUCATION

Ed. 301 — *Educational Media* 2 cr. hrs.

A comprehensive study of all communicative media. Opportunity to develop skills in the use of various audio-visual materials in education is provided during the laboratory periods. Prerequisite: Psy. 371.

Ed. 311 — *Educational Measurements and Evaluation* 3 cr. hrs.

The principles of testing in the various fields of subject matter. Methods of grading and problems involved, representative standardized tests, and the vocabulary of measurement. Prerequisite: Psy. 371.

Ed. 321 — *Early Childhood Education* 3 cr. hrs.

Problems peculiar to nursery school and kindergarten age boys and girls. Programs, materials, activities, and equipment necessary for working effectively with these age groups. Prerequisite: Psy. 211.

Ed. 351 — *Teaching of English in the Secondary School* 3 cr. hrs.

Investigates the following areas: general objectives of the secondary school in respect to this particular discipline; daily and long range planning with emphasis on resource unit construction; and examination of courses of study to familiarize and provide information on the scope and sequence of the discipline; a knowledge of the research concerning current methods of teaching this discipline; a compilation of materials, resources, and bibliographies pertinent to this area; and opportunities to examine, construct and apply tests, as well as other forms of evaluating, diagnosing, and reporting pupil programs. Prerequisite: Psy. 371.

Ed. 352 — *Teaching of Mathematics in the Secondary School* 3 cr. hrs.

See Ed. 351 for course description.

Ed. 353 — *Teaching of Biological Science in the Secondary School* 3 cr. hrs.

See Ed. 351 for course description.

Ed. 354 — *Teaching of Physical Science in the Secondary School* 3 cr. hrs.

See Ed. 351 for course description.

Ed. 355 — *Teaching of Social Studies in the Secondary School* 3 cr. hrs.

See Ed. 351 for course description.

Ed. 356 — *Teaching of Speech in the Secondary School* 3 cr. hrs.

See Ed. 351 for course description.

Ed. 357 — *Teaching of Geography and Earth — Space Science in the Secondary School* 3 cr. hrs.

See Ed. 351 for course description.

Ed. 361 — *Problems of Secondary Education Including Guidance* 3 cr. hrs.

Problems in teaching with particular emphasis upon the first years includes problems of pupil growth and development, curriculum, and counseling. Prerequisite: Psy. 371.

Ed. 371 — *Teaching of Reading in the Elementary Grades* 3 cr. hrs.

Developmental reading from readiness through the entire elementary school curriculum. Principles, problems, techniques, and materials used in the total elementary school program.

Ed. 372 — *Foundation of Reading Instruction* 3 cr. hrs.

The reading program in the secondary school, including the area of comprehension, speed, study skills, library skills, recreation and enrichment, and method of using information. Development of a secondary school reading program required of each student. Prerequisite: Psy. 371.

Ed. 373 — *Diagnostic and Remedial Reading* 3 cr. hrs.

Diagnostic and remedial procedures in the area of reading, emphasizing both standardized and informal techniques. Designed for elementary and/or secondary school teachers. Each student is required to develop a remedial reading program. Prerequisite: Ed. 371 and/or Ed. 372.

Ed. 374 — *Teaching of Reading in Academic Subjects* 2 cr. hrs.

Developing the understandings and improving techniques for developing reading skills applicable to the secondary school. Emphasis on readiness, comprehension, silent reading, and oral reading through secondary school academic subjects. *Required of all students majoring in Secondary Education.*

Ed. 391 — *Learning and the Learner* 3 cr. hrs.

The psychological foundations of education: a study of individual differences, learning theories as applied to classroom situation, physical and mental growth, personality development and mental hygiene. Systematic observation and participation in the public schools. Prerequisites: Psy. 201 and Soc. 211 or Soc. 224. Concurrent enrollment in Ed. 393.

Ed. 393 — *Social Foundations of Education* 3 cr. hrs.

A study of social processes underlying education. Major areas covered include an examination of the current social forces affecting education, the place of school in American culture, the impact of social stratification on education, and role of the teacher in a period of rapid social change. Prerequisites: Psy. 201 and Soc. 211 or Soc. 224. Concurrent enrollment in Ed. 391.

Ed. 395 — *Curriculum and Instruction in the Elementary School* 6 cr. hrs.

Curriculum study, methods and practices in the language arts, and social studies. Includes audio-visual laboratory. Prerequisites: Ed. 391 and Ed. 393.

Ed. 396 — *Curriculum and Instruction in the Secondary School* 6 cr. hrs.

Curriculum study, methods and audio-visual laboratory work. Includes preparation in the special teaching field. Prerequisites: Ed. 391 and Ed. 393.

Ed. 397 — *Science and Mathematics in the Elementary School* 3 cr. hrs.

A course designed to provide prospective elementary teachers with the methods, materials, skills, understandings, and attitudes which will help them to meet the needs of children in the areas of science and mathematics. Emphasis will be placed on the scientific principles of modern mathematics. Prerequisites: Phys. 103 and 104, Biol. 103 and 104, and Math. 231 and 232.

Ed. 398 — *Mathematics for Elementary Teachers* 3 cr. hrs.

Mathematical concepts essential in the teaching of contemporary program in the elementary school. Prerequisite: Ed. 397.

Ed. 401 — *Student Teaching in the Elementary School* 12 cr. hrs.

Scheduled on full semester basis with a minimum of 30 hours per week. Opportunities for direct participating experience at two grade levels and in as many areas of the elementary curriculum as possible. Association with carefully selected master teachers.

Ed. 402 — *Student Teaching in the Secondary School* 12 cr. hrs.

Scheduled on full semester basis with a minimum of 30 hours per week. Requires the construction or adaptation of a resource unit for use by the student teacher during this period as well as daily planning and guided observation. Students are exposed to actual teaching and other experiences to give them a wide sampling of the activities of the professional teacher.

Ed. 411 — *Professional Practicum* 2 cr. hrs.

Operated concurrently with Student Teaching and includes orientation to Student Teaching, planning, professional growth in service, placement, school law, and classroom management.

Ed. 421 — *Curriculum Development* 3 cr. hrs.

An examination of current curricular offerings of elementary and secondary schools. Emphasis placed upon philosophical, social, political and technical trends in the community, nation, and the world, and the effect they have upon the role of the teacher and the school in curriculum development.

Ed. 431 — *Independent Study*

Admission only by consent of Department Chairman.

Ed. 441 — *Workshop in Education*

3-6 cr. hrs.

An intensive study of a selected area in elementary or secondary education. Prerequisite: 9 credits in education and teaching experience.

DEPARTMENT OF PSYCHOLOGY

Psy. 101 — *General Psychology*

3 cr. hrs.

Develops an understanding of how people behave and why they behave as they do. Heredity and environment, the nature and function of perception, emotions and thought, the forces that bring about various kinds of behavior, and the problems of personal adjustment. (Formerly Psy. 201)

Psy. 102 — *Advanced General Psychology*

3 cr. hrs.

Designed to provide students with a more intensive and detailed understanding of psychological processes which are covered at an elementary level in Psychology 101. Topics to be covered include human development, learning, memory, perception, motivation, emotion, and personality theory. The Methods and systems of psychology, both historical and current, will also be explored. (Formerly Psy. 202) Prerequisite: Psy. 101.

Psy. 211 — *Child Growth and Development (Child Psychology)*

3 cr. hrs.

The principles of human development which have most significance for understanding and working with children in elementary school classrooms and activities. (Formerly Psy. 311) Prerequisite: Psy. 101.

Psy. 321 — *Tests and Measures*

3 cr. hrs.

Critique of testing in the elementary and secondary schools, construction and appraisal of the various instruments of measurement. Practice in evaluating and selecting tests, in administering and scoring them, and in the analysis and presentation of test results. Attention given to remedial measures for the improvement of instruction and teacher-made tests. Prerequisite: Psy. 101.

Psy. 331 — *Mental Hygiene and Problems of Adjustment*

3 cr. hrs.

A discussion of the processes necessary for the development of a healthy mental state. Practical applications of principles of good mental hygiene demonstrated. Field trips to nearby mental institutions. Prerequisite: Psy. 101.

Psy. 351 — *Social Psychology*

3 cr. hrs.

A study of the behavior of individuals and groups in society. It deals with the psychological forces within individuals and emanating from the social and environment that causes people to behave as they do. (Formerly Psy. 551) Prerequisite: Psy. 101.

Psy. 371 — *Educational Psychology* 3 cr. hrs.

A first course in providing for the applications of psychology to the learning situation. Deals with the learner, that which is to be learned, and the learning processes. Consideration of development, adjustment, motivation, individual differences, social adaptations, and abilities of learners. Deals with normal processes and disabilities in subject areas. (Formerly Psy. 301—Educational Psychology and Evaluative Technique) Prerequisite: Psy.101.

Psy. 401 — *Foundations of Contemporary Psychology* 3 cr. hrs.

Designed to provide basic background for those students who will have psychology as a major or as a minor field. An examination of historical backgrounds and schools of thought in psychology. Careful examination of methods of investigation and their implications for the various systems of psychology. Particular regard to the contributions of the various fields of psychology for education. Prerequisite: Psy. 101.

Psy. 406 — *Psychology Seminar* 3 cr. hrs.

Designed for students who have adequate ability and background for the carrying out and reporting of independent research in the field of psychology. In a three-hour session the researcher will present his paper for the judgments and discussion of the enrollers and the instructor. Topics are assigned by the instructor and should be arranged well in advance of the beginning of the course. Each semester will have another area of psychology as the main theme for the researcher. Prerequisite: Permission of the instructor.

Psy. 416 — *Adolescent Psychology* 3 cr. hrs.

The physical, social, and psychological attributes of youth from age eleven to mid-teens and their adjustment in a dynamic society. (Formerly Psy. 411) Prerequisite: Psy. 211 or 371.

Psy. 421 — *Individual Mental Tests* 3 cr. hrs.

The nature of intelligence is studied and ways of measuring it considered. Emphasis is placed on understanding the uses of, and interpretations of results of, commonly used individual intelligence scales: Binet, Wechsler, various picture-vocabulary and performance tests. (Formerly Psy. 322)

Psy. 431 — *Abnormal Psychology* 3 cr. hrs.

Mental abnormalities including symptoms, diagnosis, and treatment. Problem cases and characteristics of handicapped and subnormal children. (Formerly Psy. 401) Prerequisite: Psy. 101.

Psy. 436 — *The Study of Personality* 3 cr. hrs.

The nature and organization of personality and the dynamic forces that shape the individual. Personality types, conscious and unconscious processes, individual differences, abnormal trends, and ways of measuring personality characteristics. (Formerly Psy. 431) Prerequisite: Psy. 101.

Psy. 451 — *Psychology for Business and Industry* 3 cr. hrs.

Services of the psychologist to business and industry. Included are job analysis, motion studies, selection of new employees, transfers, promotions and terminations, training, problem employees, rating, morale, and research. Prerequisite: Psy. 101.

Psy. 456 — *Psychology of Motivation* 3 cr. hrs.

An investigation of the basic dynamics of human behavior. A consideration of the concepts, principles, and empirical findings concerning those basic factors which underlie human motivation. Attention is paid to both innate and acquired behavior bases. Prerequisite: Psy. 101.

Psy. 460 — *Basic Statistical Method* 3 cr. hrs.

Methods of collecting, tabulating, and treating data; measures of central tendency, deviation, correlation, and graphic representation; descriptive statistics. Hypothesis testing, chi-square and variance techniques will be treated. Provision for practical exercises in computation from, and interpretations of, various measures. (Formerly Psy. 451)

Psy. 461 — *Experimental Psychology* 3 cr. hrs.

An introduction to the methodology of experimental research. Students delve into the theory of experimental research, experimental design, individual study, and critical analysis of complete research. Prerequisite: Psy. 101.

Psy. 462 — *Advanced Experimental Psychology* 3 cr. hrs.

A continuation and an extension of Psychology 461. The student evaluates reports of experiments and research. There is an involvement in more advanced procedures and techniques of experimental design and practice. Prerequisite: Psy. 461.

Psy. 466 — *Research Projects in Psychology* 3 cr. hrs.

A problem of special interest selected and followed by each student under the immediate supervision of the instructor. Prerequisites: Recommendation of the advisor and permission of the department chairman.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

PHYSICAL EDUCATION

P.E. 101 — *Physical Fitness Education* 1 cr. hr.

Team activities such as soccer, speedball, touch football, volley ball, basketball, softball, track and field, vaulting, and tumbling. An individual physical fitness inventory is taken, and attention is given to posture and body carriage.

P.E. 102 — *Aquatics* 1 cr. hr.

This course is divided into two parts. Part I includes swimming styles and basic diving. Part II is optional and available to those who are better than average swimmers and who are interested in American Red Cross Senior Life Saving. There is no grade distinction between the two parts.

P.E. 103 — *Advanced Aquatics* 1 cr. hr.

Designed to provide instruction in water safety, renewal of W. S. I., pool maintenance and filtration, water activities, and basic scuba instruction. Various coaching and training techniques are also included. Department permission required.

P.E. 201 — *Recreational Physical Education* 1 cr. hr.

The development of skills and attitudes toward recreational activities commonly stressed in our society. Activities include archery, handball, tennis, golf, bowling, and badminton.

P.E. 222 — *Dance* 1 cr. hr.

The development of skills centered around the dance. Folk, square, and other forms are included. Arts and science students or department permission.

ELEMENTARY EDUCATION AREA OF INTEREST

P.E. 301 — *Basic Activities I — Elementary Physical Education* 1 cr. hr.

Creative games, games of low organization, and fundamental progressive sport skills suitable for elementary children.

P.E. 302 — *Basic Activities II — Elementary Physical Education* 1 cr. br.

The mechanics of movement and rhythm, conditioning exercises, basic dance, stunts, tumbling, and self-testing activities.

P.E. 321 — *Safety Education and First Aid* 3 cr. brs.

Open to all students or teachers in service. Special emphasis is given to the problems of school safety and to the theory and practice of first aid. American Red Cross Standard and Advanced cards may be obtained.

P.E. 331 — *Recreation Education* 3 cr. brs.

A discussion of and practice in recreation activities that may be used in school and playground situations. Emphasis is also placed on recreation planning, techniques of leadership, and worthy use of leisure time.

P.E. 333 — *School Camping and Outdoor Education* 3 cr. brs.

The organization and administration of camps. The acquisition of skills and practice in outdoor cookery, nature study, camp crafts, overnight trips, axmanship, fire craft, and orienting.

P.E. 341 — *Adapted Physical Education* 3 cr. brs.

A study of the handicapped child and techniques used in recognizing and meeting his problems. Emphasis is placed on the kinesiological analysis of human motion and body mechanics as applied to programing physical education activities for the atypical.

P.E. 342 — *Health and Physical Education in the Elementary School* 3 cr. brs.

A study of values, history, objectives, and philosophy required to plan and administer a sound program of health and physical education for the elementary school.

P.E. 343 — *The Teaching of Health and Physical Education in the Elementary Grades* 3 cr. brs.

Methods, materials, and practice in teaching health and physical education for primary, intermediate, and upper grades.

P.E. 400 — *Seminar in Elementary School Health and Physical Education* 3-6 cr. brs.

A comparative study of health and physical education programs at the elementary school level. Emphasis is placed on recent developments, trends, and implications for the future. (Summer session only).

- P.E. 420 — *Techniques in Health and Physical Education for Special Education Teachers* 3 cr. hrs.

This course is designed to assist students and teachers of special education in developing and conducting a sound program of health and physical education — a program suited to the various needs and abilities of children enrolled in special education classes. *Special Education Students Only.*

HEALTH

- H.E. 101 — *Principles of Hygiene* 2 cr. hrs.

Discussion and practice in the development of sound health attitudes and principles related to individual and community health problems.

DEPARTMENT OF MUSIC

- Music 101 — *Introduction to Music* 3 cr. hrs.

An introduction to music listening to develop an understanding of music and the various media through which it is expressed. Selected masterpieces, composers, musical forms, and styles considered.

- Music 122 — *Class Piano* 3 cr. hrs.

Group piano instruction for the beginner. Emphasis on creating and playing accompaniments for songs, and on sight reading.

- *Music 212 — *Music Activities in the Elementary School* 3 cr. hrs.

A course designed to provide the prospective elementary teachers with the skills, understanding, and attitudes which will help them to function effectively in the area of music as it is related to the self-contained classroom. Emphasis is placed on personal music development, an understanding of the basic musical content, the developmental growth process in music, desirable musical experiences for children, and effective organization of these experiences.

- Music 220 — *Ear Training and Sight Singing* 3 cr. hrs.

Recognition of melodic, rhythmic, and harmonic patterns. Dictation of melodic and harmonic intervals.

- Music 221 — *Harmony I* 3 cr. hrs.

A study of music theory including tonic, subdominant, and dominant harmonies leading to altered chords and modulation. Keyboard experiences will be included.

* New course title.

Music 222 — *Harmony II*

3 cr. hrs.

A continuation of Harmony I including the study of the supertonic, submediant, and mediant harmonies. In addition to keyboard experiences, the development of rhythmic vocabulary and harmonic dictation, selected compositions will be analyzed. Prerequisite: Harmony I.

Music 321 — *Choral Techniques*

3 cr. hrs.

Class voice instruction with emphasis on the development of techniques and abilities necessary for participation in choral groups. Principal attention will be given to tone production, proper breathing, and appropriate literature.

Music 332 — *Directed Study*

3 cr. hrs.

Individual study under the direction of a member of the music department faculty which may extend areas normally covered in specialized music courses. Pre-student teaching classroom experience may also be included.

Music 330 — *Concepts for Music Listening*

3 cr. hrs.

Examination of styles, techniques, and mediums. Comparison of musical objectives and philosophies of schools, eras, and individual composers. Development of critical attitudes and listening techniques. Prerequisite: Music 101.

Music 331 — *History of Music*

3 cr. hrs.

Music from Bach to the present day with emphasis upon active listening and the development of a musical vocabulary.

Music 332 — *American Music*

3 cr. hrs.

A study of the works of selected American composers with reference to characteristics indigenous to American music.

Music 421 — *Literature and Materials of Music*

3 cr. hrs.

Designed primarily for elementary majors who have an area of interest in music. Provides a broad knowledge of the music program content in the elementary grades. Review basic texts, recordings, filmstrips, films, sources of literature, and materials. Develops a repertoire of songs, rhythmic activities, and other musical information representing a core foundation for the elementary music curriculum. Prerequisite: Music 212.

Music 431 — *Music of the Romantic Era* 3 cr. hrs.

A study of nineteenth century European music.

Music 432 — *Twentieth Century Music* 3 cr. hrs.

Trends and development of contemporary music, with emphasis on selected representative works.

DEPARTMENT OF BIOLOGICAL SCIENCES

Biol. 103 — *General Biology I* 3 cr. hrs.

Emphasizes major principles and theories in the structure and function of plants and animals at levels of organization and development from molecule to ecosystem. Class discussions and laboratory studies are included.

Biol. 104 — *General Biology II* 3 cr. hrs.

A survey of the plant and animal kingdom. Classification of living organisms and their relations to one another. A course designed for non-science majors. Prerequisite: Biol. 103.

Biol. 210 — *Invertebrate Zoology* 3 cr. hrs.

The principal phyla of vertebrate animals are studied in relation to their anatomy, classification, and their rate in the ecosystems in which they participate. A course for biology majors. Prerequisite: Biol. 103.

Biol. 211 — *Vertebrate Zoology* 3 cr. hrs.

The biology of the vertebrate animal with emphasis in morphology, physiology, and development. Evolutionary and ecological aspects of each class will be covered. Laboratory work with living and preserved specimens will familiarize students with representative individuals of the major classes of this important group. Prerequisite: Biol. 103, 210.

Biol. 220 — *General Botany I* 3 cr. hrs.

General consideration of the plant kingdom with emphasis on taxonomic groups. An introduction to plant anatomy, physiology, economic botany, and other related areas. Prerequisite: Biol. 103.

Biol. 221 — *General Botany II* 3 cr. hrs.

The plant kingdom showing the phylogenetic development and arrangement of the plants in the taxonomic system. Emphasis is placed upon life cycles of plants representing the various taxonomic levels. Prerequisite: Biol. 220.

Biol. 331 — *General Ecology*

3 cr. hrs.

Principles and concepts pertaining to energy flow succession patterns, limiting factors, habitat studies, and population studies at the species, inter-species, and community level. Prerequisites: Biol. 210, 220.

Biol. 341 — *Genetics*

3 cr. hrs.

The study of inheritance in living things. The practical application of genetic principles in animal breeding, in plant propagation, and in improvement of the human race is emphasized. Stress is placed upon the mathematical and molecular concepts of modern genetics. The course is fundamental for all biological students. Prerequisites: Biol. 103, Biol. 210 or 211, Biol. 220. Math. 116 is suggested but not required.

Biol. 351 — *Molecular Biology*

3 cr. hrs.

The study of biology integrating chemical and physical concepts as applied to the functional aspects of biological systems with emphasis on the relationship between molecules and the organism. Lecture and discussion will be supplemented with the appropriate laboratory techniques including both classical and modern methods. Prerequisites: Biol. 103, 111, or consent of instructor.

Biol. 361 — *Microbiology*

3 cr. hrs.

The morphology, reproduction, metabolism, cultivation, and identification of microorganisms with emphasis on bacteria, viruses, and fungi. A study of their distribution in nature and their beneficial and detrimental effects on man from an applied point of view. Prerequisites: Biol. 210, 220.

Biol. 371 — *Embryology*

3 cr. hrs.

A study of animal reproduction and development with particular emphasis on the vertebrates. Laboratory work includes the study of the maturation of the germ cells and the early development of the star fish, frog, and the chick. Prerequisites: Biol. 210 or consent of instructor.

Biol. 381 — *Vertebrate Physiology*

3 cr. hrs.

The study of functions of tissues, organs, and systems, specimens of amphibians, reptiles, birds, and mammals. Prerequisite: Biol. 482 or consent of instructor.

Biol. 411 — *Systematic Entomology*

3 cr. hrs.

A field course covering collection and identification of larval and adult insects. Attention is given to mounting and preparing insects for study. Prerequisites: Biol. 103 and 104 or Biol. 210.

Biol. 413 — *Ornithology* 3 cr. hrs.

The basic biology of birds with emphasis on their ecology and identification in the field. Saturday morning field trips. Prerequisite: One year of biology or consent of the instructor.

Biol. 414 — *Ichthyology* 3 cr. hrs.

Field and laboratory study of the fishes of the streams and rivers of this area including their collection, taxonomy, anatomy, and ecological methods. Prerequisite: Biol. 482. Recommended: Biol. 331.

Biol. 415 — *Biology of the Arthropods* 3 cr. hrs.

A study of the prominent arthropod classes with special emphasis on Insecta. Studies of functions, morphology, histology, embryology, and metamorphosis. Laboratory will stress techniques of dissection, preservation of tissues, and experimentation with live insects. Prerequisites: Biol. 210 and Biol. 416 desirable.

Biol. 416 — *Parasitology* 3 cr. hrs.

A study of parasites in relation to human disease. Epidemiology of parasitic diseases; their prevention and treatment. Prerequisites: Biol. 210 or 211.

Biol. 417 — *Field Zoology* 3 cr. hrs.

Animals observed and classified in the field. Emphasis is on the natural history of terrestrial vertebrates. The study of man's effect upon and management of wild vertebrates and their cultural and economic value. Prerequisite: Two years of biology or consent of the instructor.

Biol. 420 — *Plant Physiology* 3 cr. hrs.

The study of how plants function: the processes involved in plant growth and behavior. Prerequisites: Biol. 212, Chem. 111. Recommended: Biol. 421, Chem. 331.

Biol. 421 — *Plant Anatomy* 3 cr. hrs.

The cells, tissues, and structural features of vascular plants are studied with emphasis on origin, development, and function. Fundamental concepts concerning gross, histological, and physiological aspects are correlated in terms of growth, patterns of differentiation, and maturation of plant parts. Two hours of lecture and three hours of laboratory per week. Prerequisite: Biol. 220 or permission of instructor.

Biol. 422 — *Field Botany* 3 cr. hrs.

Field trips to numerous places in Columbia County enable the student to study plants in their habitats. Specimens are collected, identified in the laboratory, pressed, and mounted. A personal herbarium becomes the property of the student. Lectures deal with plant identification, herbarium procedures, and plant preservation. One hour of lecture and five hours of field-laboratory per week. Prerequisite: Biol. 220.

Biol. 432 — *Fresh Water Biology* 3 cr. hrs.

An advanced course in the biology of streams, lakes, and ponds and their relationship to the health and welfare of the country. Prerequisites: Biol. 210, 220, 331 or permission of the instructor.

Biol. 433 — *Plant Ecology* 3 cr. hrs.

The study of plants and their interactions with the environment. Emphasis is placed on populations and communities and their respective successions. Most study is done during field trips. Prerequisite: Biol. 331.

Biol. 441 — *Evolution* 3 cr. hrs.

A study of the mechanics of evolution; the nature and behavior of genes, factors affecting gene frequencies, environmental factors, speciation mechanisms, and population analysis. Prerequisite: Biol. 341.

Biol. 443 — *Cytology* 3 cr. hrs.

Study of the structure and functions of cytoplasmic and nuclear organelles. Emphasis will be placed upon ultrastructural, biochemical, and cytogenetic analyses of cells. Laboratory work will include various techniques for cell, chromosome, and tissue preparation. Prerequisite: 1 year of biology, Chem. 111.

Biol. 452 — *Radiation Biology* 3 cr. hrs.

The principal effects of ionizing radiation and other types of radiation on living systems. Applications of isotopes in biological research; use of radiation sources and detectors. Prerequisite: Biol. 341, Chem. 111 and 112, Physics 111, Math. 116, or consent of instructor.

Chem. 453 — *Biological Chemistry* 3 cr. hrs.

The chemistry of substances comprising living organisms, plants, and animals. The chemical background of biological organisms and analyses of biochemical materials investigated. Prerequisite: Chem. 112, Chem. 332, Biol. 103.

Biol. 471 — *Histology* 3 cr. hrs.

A study of vertebrate tissues from the various body systems. Work in basic histological microtechniques enables the student to make preparations for interpretation. Two hours of lecture and three hours of laboratory per week. Prerequisite: Biol. 103.

Biol. 482 — *Comparative Vertebrate Anatomy* 3 cr. hrs.

A comparative study of the morphology of the vertebrate rate classes. Laboratory work includes anatomical study of Lamprey, the dogfish shark, Necturus, and the cat. Prerequisites: Biol. 210 or consent of instructor.

Biol. 490 — *Seminar in Biology* cr. hrs. to arranged

Biol. 492 — *Research Topics in Biology* 1-3 cr. hrs. to be arranged

DEPARTMENT OF PHYSICAL SCIENCES

CHEMISTRY

Chem. 111 — *General Chemistry I* 4 cr. hrs.

Basic principles of chemistry: emphasis on atomic structure, periodic tables, chemical bonding, the states of matter and chemical calculations; laboratory practice in techniques, methods and solution of chemical problems. 6 hours/week: 3 class, 3 lab.

Chem. 112 — *General Chemistry II* 4 cr. hrs.

A continuation of Chem. 111: study of the elements by periodic groups; introduction to modern inorganic chemistry including coordination compounds; introduction to organic chemistry; laboratory emphasizes qualitative analysis. Prerequisite: Chem. 111 or equivalent. 6 hours/week: 3 class, 3 lab.

Chem. 221 — *Qualitative Inorganic Analysis* 3 cr. hrs.

A study of the systematic identification and separation of the common cations and anions. The theory of ionization, mass action, and chemical equilibrium as it applies to analytical chemistry. Prerequisite: Chem. 112. 7 hours/week: 1 class, 6 lab. Offered in summer sessions only.

Chem. 222 — *Quantitative Analysis* 4 cr. hrs.

The fundamental principles of gravimetric and volumetric analysis, with development of ability in performing quantitative chemical calculations. Prerequisite: Chem. 112. 8 hours/week: 2 class, 6 lab.

Chem. 225 — *Water Analysis* 2 cr. hrs.

The chemical, physical, and biological aspects of water analysis. Laboratory exercises include the examination of water from the entire hydro cycle. Prerequisite: Chem. 112. 4 hours/ week: 1 class, 3 lab.

Chem. 331 — *Organic Chemistry I* 4 cr. hrs.

The aliphatic series, or open chain compounds of organic chemistry, involving the more important of these compounds, their synthesis, reactions, occurrence, and uses. Prerequisite: Chem. 112; Secondary Biology majors may enter with only Chem. 111 but Chem. 112 also is recommended. 6 hours/week: 3 class, 3 lab.

Chem. 332 — *Organic Chemistry II* 4 cr. hrs.

A continuation of Chem. 331. The aromatic series or ring compounds of the hydrocarbons are studied. Their synthesis, reactions, occurrence, and uses are emphasized, and type mechanisms are noted. Prerequisite: Chem. 331. 6 hours/week: 3 class, 3 lab.

Chem. 351 — *Industrial Chemistry* 3 cr. hrs.

The application of chemistry to modern industry. The operating efficiency, equipment, and methods of attacking new problems of industry through research. Each student selects a simulated research problem to be developed experimentally and prepares an oral and written report. Prerequisites: Chem. 112, Phys. 112. 3 hours class/week, plus field trips.

Chem. 411 — *Physical Chemistry I* 4 cr. hrs.

The study of the theoretical foundations of chemistry. Gas laws and kinetic theory; first, second, and third laws of thermodynamics; free energy and equilibrium; binary solutions. Laboratory experiments to illustrate the above. Prerequisites: Chem. 222, Phys. 212, Math. 212, or consent of the instructor. 6 hours/week: 3 class, 3 lab.

Chem. 412 — *Physical Chemistry II* 4 cr. hrs.

A continuation of Chem. 411: colligative properties; conductance; electromotive force; reaction kinetics; crystals; atomic structure and simple quantum theory. Laboratory experiments to illustrate the above. Prerequisites: Chem. 411, Math. 311. 6 hours/week: 3 class, 3 lab.

Chem. 421 — *Advanced Inorganic Chemistry* 3 cr. hrs.

A course designed to enlarge the student's knowledge of the chemical and physical properties of inorganic substances as related to atomic structure, electronic configuration, and bond energies. Prerequisite: Chem. 222. 3 hours class/week.

Chem. 422 — *Qualitative Organic Analysis* 3 cr. hrs.

A laboratory course in the qualitative analysis of organic compounds. The analysis of carbon compounds accomplished by means of separation and identification. Methods and techniques studied, applications to industry and scientific research emphasized. Prerequisite: Chem. 332. 7 hours/week: 1 class, 6 lab.

Chem. 424 — *Instrumental Analysis* 3 cr. hrs.

This course covers the theory and applications of some of the instrumental methods of analysis currently in use in modern analytical chemistry. Topics include chromatography, spectrophotometry, polarography, electroanalysis, nuclear magnetic resonance, and others. A laboratory-centered course. Prerequisites: Chem. 222 and some contact with physical chemistry, or consent of instructor. 7 hours/week: 1 class, 6 lab.

Chem. 490 — *Chemistry Seminar* 1 cr. hr.

Chem. 492 — *Chemical Research* 3 cr. hrs.

Laboratory investigations of selected problems for advanced students. Registration by consent of instructor.

PHYSICS

Phys. 101 — *Physical Science* 3 cr. hrs.

An introduction to physics, chemistry, and astronomy. Topics include elementary mechanics, energy, the solar system, electricity and magnetism, sound, light, atomic structure, radioactivity, heat and kinetic theory, the periodic table and chemical properties, simple chemical reactions. Laboratory to illustrate some of the above topics. This course designed for students other than science majors in the Secondary program, and for those in Business Education and Special Education. 4 hours/week: 2 class, 2 lab.

Phys. 103 — *Physical Science for Elementary Teachers* 3 cr. hrs.

A two-term laboratory "discovery" type of course in the physical sciences designed for non-science majors, especially for students in the elementary teaching program. Emphasis on the physics and chemistry of the solid state with a constant attempt to correlate observed properties of matter with theoretical models of its structure. First term topics include the behavior

of waves and of light, crystals, kinetic theory, forces, and motion. Enrollment limited to students in the elementary program. 4 hours/ week: 2 class, 2 lab.

Phys. 104 — *Physical Science for Elementary Teachers* 3 cr. hrs.

A continuation of Phys. 103. Second term topics include energy, forces inside matter, electrons in motion, atomic structure, ionic crystals, molecules, and covalently bonded solids. Prerequisite: Phys. 103. 4 hours/ week: 2 class, 2 lab.

Phys. 111 — *Introductory Physics I* 4 cr. hrs.

A non-calculus approach to the basic principles of mechanics, the physics of fluids, and heat and thermodynamics. This course is designed to meet the requirements of students in the General Science and Biology programs and for students in Liberal Arts not majoring in Physics or Chemistry. 6 hours/week: 3 class, 3 lab.

Phys. 112 — *Introductory Physics II* 4 cr. hrs.

A continuation of Phys. 111. Includes the basic principles of sound, geometrical and physical optics, and electricity and magnetism. Prerequisite: Phys. 111 or equivalent. 6 hours/week: 3 class, 3 lab.

Phys. 211 — *General Physics I* 4 cr. hrs.

A treatment, using the calculus, of the principles of mechanics, the physics of fluids, and heat and thermodynamics. This course is designed for majors in Physics and in Chemistry. Prerequisite: Math. 212 completed or concurrent. 6 hours/week: 3 class, 3 lab.

Phys. 212 — *General Physics II* 4 cr. hrs.

A continuation of Phys. 211. Includes the principles of sound, geometrical and physical optics, and electricity and magnetism. Prerequisites: Phys. 211, and Math. 212 completed. 6 hours/week: 3 class, 3 lab.

Phys. 225 — *Demonstrations in the Physical Sciences* 3 cr. hrs.

Designed to give the science student or in-service teacher practical experience for conducting demonstration experiments in physics, chemistry, general science, and earth science. The course will emphasize the use of materials, apparatus, and films characteristic of the new program in science such as PSSC Physics, CHEM Study, Earth Science Curriculum Project, and the Physical Science Program. Prerequisites: Physics 112, Chemistry 112, or their equivalent. 4 hours/week: 2 class, 2 lab.

Phys. 410 — *Introduction to Atomic Physics* 4 cr. hrs.

An introduction to the fundamentals of atomic structure: the electron, Bohr's theory of the hydrogen atom, X-rays, the photoelectric effect, and other fundamental processes; radioactivity, including natural and artificial transmutation, and an elementary treatment of fission and fusion. Prerequisite: Phys. 212, Math. 212. 6 hours/week: 3 class, 3 lab.

Phys. 411 — *Mechanics* 3 cr. hrs.

A course in intermediate mechanics treating statistics and dynamics of particles and extended bodies, motions of bodies by conservative and dissipative forces, energy relations, impulse and momentum, rotation of a rigid body, angular momentum, and elasticity. Prerequisites: Phys. 212, Math. 311 or concurrent. 3 hours class/week.

Phys. 412 — *Optics* 3 cr. hrs.

Brief review of geometric optics; extended treatment of topics in physical optics including diffraction, interference, polarization, and spectra. Prerequisite: Phys. 212, Math. 311. 3 hours class/week.

Phys. 414 — *Electricity and Magnetism* 4 cr. hrs.

An intermediate-level study of the electric field, potential, dielectric properties, capacitance, and direct and alternating currents. The study of magnetism includes magnetic fields, electromagnetic induction, and magnetic properties of matter. A brief introduction to electromagnetic waves is included. Prerequisites: Phys. 212, Math. 311. 6 hours/week: 3 class, 3 lab.

Phys. 415 — *Electronics* 4 cr. hrs.

The application and theory of semiconductors and vacuum tubes with special emphasis on circuitry. Transistor and electron tube characteristics are determined and studied for use in amplifiers, oscillators, and computers. Prerequisites: Phys. 112 or Phys. 212, Math. 212. 6 hours/week: 3 class, 3 lab.

Phys. 420 — *Vibrations and Waves* 3 cr. hrs.

An intermediate-level treatment of simple harmonic, damped, and forced oscillations. The study of waves includes the propagation of waves in three dimensions with analysis of reflection, transmission, and refraction for various boundary conditions. Electromagnetic, acoustical, fluid, and mechanical applications are included. Fundamental to much of advanced physics. Prerequisites: Phys. 411, Math. 311. 3 hours class/week.

Phys. 421 — *Solid State Physics* 3 cr. hrs.

An introduction to the physical properties of matter in the solid state. Basic quantum concepts, crystal structure, electrons in metals, electrical conductivity, semiconductors, band theory, the p-n junction. Dielectric and magnetic properties of matter. Prerequisites: Phys. 212, Math. 311. 3 hours class/week.

Phys. 422 — *Thermodynamics* 3 cr. hrs.

An introduction to the concepts and principles of classical thermodynamics. The first and second laws. Entropy. Thermodynamics of simple systems. Physics of very low temperatures. Prerequisites: Phys. 212, Math. 311. 3 hours class/week.

Phys. 480 — *History of Science and Mathematics* 3 cr. hrs.

The history of sciences and mathematics, especially since 1600, is considered through a study of selected personalities and their significant contributions. A cultural elective for students in the sciences. Prerequisites: A minimum of two years of science courses and one year of mathematics, or vice versa.

Phys. 490 — *Physics Seminar* 1 cr. hr.

DEPARTMENT OF MATHEMATICS

Math. 101 — *Fundamentals of Mathematics* 3 cr. hrs.

Consideration is given to mathematics as a universal language essential to quantitative communication in a technical age. A study of the logical basis of deductive science, the structure of the number systems, sets, and functions.

Math. 110 — *Pre-Calculus* 4 cr. hrs.

This course is a preparatory one for those students who do not meet the requirements to begin the calculus sequence. It is a study of elementary algebraic functions and relations, exponential and logarithmic functions, circular functions and inverse functions.

Math. 111 — *College Algebra* 3 cr. hrs.

Designed to strengthen and increase the concepts developed in secondary school algebra. Emphasis is placed on the study of functions, matrices, and determinants.

Math. 112 — *Trigonometry* 3 cr. hrs.

Designed to have the student become proficient in the use of trigonometric functions. Also includes complex numbers and vectors. Prerequisite: Math. 111.

Math. 116 — *Introductory Statistics* 3 cr. hrs.

This course aims to develop the ability to read, interpret, and construct tables of statistical data; to compute values for the various statistical measures; and to apply the basic skills of statistics to the biological sciences. Biological sciences majors only. Prerequisite: Math. 111.

Math. 211 — *Calculus I* 4 cr. hrs.

A critical study of the cartesian plane, functions, limits and continuity; the derivative, differentials and applications; and anti-derivatives.

Math. 212 — *Calculus II* 4 cr. hrs.

A critical study of the definite integral and application; conic sections; differentiation of elementary transcendental functions; the indefinite integral and techniques of integration. Prerequisite: Math. 211.

Math. 221 — *Statistics* 3 cr. hrs.

Descriptive and inferential statistics with emphasis on probabilistic distribution. Both discrete and continuous probability density functions are discussed. Practical training in the calculation of various statistical measures and the use of automatic calculators is obtained in the laboratory. Prerequisite: Sophomore standing.

Math. 222 — *College Geometry* 3 cr. hrs.

Elementary geometry from an advanced standpoint. Incidence geometry in planes and space, geometric inequalities, properties of the triangle, the quadrilateral, the circle and sphere. Prerequisite: Math. 112.

Math. 231 — *Theory of Arithmetic* 3 cr. hrs.

The use of language in mathematics, sets and relations; the four elementary operations in counting numbers, integers, and different number bases; and elementary theory of numbers. Elementary education majors only.

Math. 232 — *Algebraic and Geometric Structures* 3 cr. hrs.

Clock arithmetic and modulo systems; rational numbers, decimals, and irrational numbers; measurement of line segments, triangles, circles, area, and volume. Prerequisite: Math. 231.

Math. 241 — *Introduction to Computer Programming* 1 cr. hr.

An introduction to computer programming using the Fortran Language with examples chosen from the natural and physical sciences.

Math. 246 — *Field Work in Mathematics* 3 cr. hrs.

Mathematics takes on new interest when it is applicable to life situations. Instruments used in the field are the slide rule, angle mirror, hysometer, and clinometer, plane table, vernier, transit, and scale drawing. Prerequisite: Math. 112.

Math. 311 — *Intermediate Calculus* 4 cr. hrs.

A critical study of polar coordinates, parametric equations, vectors in the plane and space, improper integrals; partial differentiation and multiple integration. Prerequisite: Math. 212.

Math. 312 — *Differential Equations* 3 cr. hrs.

A study of elementary ordinary differential equations; infinite series and power series, and La Place transforms. Prerequisite: Math. 311.

Math. 321 — *Introduction to Modern Algebra* 3 cr. hrs.

Modern algebra and its concepts and terminology. Subjects discussed include sets, rings, fields, groups, relations, and functions. Prerequisite: Math. 212.

Math. 322 — *Linear Algebra* 3 cr. hrs.

A study of vectors and n-dimensional vector space; determinants, matrices, linear transformations, quadratic forms, and applications in 3-space. Prerequisite: Math. 321.

Math. 331 — *Algebra for Secondary School Teachers* 3 cr. hrs.

This course will discuss some of the topics of elementary algebra from an advanced viewpoint. Consideration will be given to topics of contemporary school mathematics programs. Prerequisite: Ed. 352.

Math. 332 — *Modern Geometry* 3 cr. hrs.

Euclidean and various non-Euclidean geometries and their development from postulate systems. Prerequisite: Math. 222.

Math. 411 — *Advanced Calculus* 3 cr. hrs.

A systematic and modern approach to the differential and integral calculus of functions and transformations. Prerequisite: Math. 311.

Math. 412 — *Complex Variables* 3 cr. hrs.

A rigorous presentation of theory through the differential and integral calculus of analytic functions, residues, and conformal transformations, with applications. Prerequisite: Math. 311.

Math. 421 — *Introduction to Topology* 3 cr. hrs.

An introduction to the fundamentals of general topology. Topics included are elementary set theory, topological spaces, mappings, compactness, product and metric spaces, nets and convergence. Prerequisite: Math. 311.

Math. 422 — *Introduction to Group Theory* 3 cr. hrs.

An introduction to the fundamentals of group theory. Topics included are groups and related systems, normal subgroups and homomorphisms, Abelian groups, permutation groups, automorphisms, and free groups. Prerequisite: Math. 321.

Math. 431 — *Number Theory* 3 cr. hrs.

An introduction to the theory of numbers. Topics included are Euclidean algorithm, congruences, continued fractions, Gaussian integers, and Diophantine equations. Prerequisite: Math. 321.

Math. 432 — *Elementary Numerical Analysis* 3 cr. hrs.

A computer-oriented analysis of algorithms of numerical analysis. Topics discussed include non-linear equations, interpolation and approximation, differentiation and integration, matrices, and differential equations. Prerequisite: Math. 311.

DEPARTMENT OF SOCIAL SCIENCE

ECONOMICS

Econ. 211 — *Principles of Economics I* 3 cr. hrs.

Microeconomics: Laws of markets. Operation of market system compared with alternative economic systems. Determination of wage, interest, rent, and profit rates. Behavior of competitive and monopolistic economic units compared. Beneficial and detrimental government interferences in a mixed economic system.

Econ. 212 — *Principles of Economics* 3 cr. hrs.

Macroeconomics: Study of factors determining the level of employment, prices, and gross national product. G.N.P. accounting. Monetary policy and fiscal policy affecting the level of prices, G.N.P. and employment. International trade and finance. Economic development.

(Economics 211 and 212 are prerequisites for all succeeding courses in the department.)

Econ. 313 — *Industrial Relations* 3 cr. hrs.

The practical questions in our modern industrial organization in the fields of management, labor unions; and the economic life of members of the working force. The history of organized labor and the growth of theories in management; current policies in the national and state governments to control industrial relations. Prerequisite: Econ. 211.

Econ. 314 — *Money and Banking* 3 cr. hrs.

The historical background and development of monetary practices and principles, the principles of banking, with special attention to commercial banking and credit regulations, and current monetary and banking development. Prerequisite: Econ. 211.

Econ. 333 — *International Economics* 3 cr. hrs.

Pure theory of international trade. Study of the gains from trade, free trade, and protection; balance of payments; foreign exchange; capital movements; the dollar and the international monetary system; international liquidity shortage.

Econ. 411 — *Intermediate Micro-Economics* 3 cr. hrs.

Theory of how a competitive market system determines the composition of output, allocation of resources, and distribution of incomes. Comparison of theoretical and actual behavior of competitive, monopolistic, and oligopolistic firms.

Econ. 412 — *Public Finance and Macro-Economics* 3 cr. hrs.

Theory of determination of G.N.P., employment, and price level. Federal, state, and local fiscal policy in the light of modern theory; principles of taxation and government spending; management of the national debt.

Econ. 422 — *Comparative Economic Systems* 3 cr. hrs.

Theories of capitalism and socialism with special emphasis on Marxian theory. Comparison of theoretical and actual performance of capitalism, socialism, and communism.

Econ. 423 — *History of Economic Thought* 3 cr. hrs.

The different economic theories propounded in the past and their effect on present day thinking about economic, business, and political systems.

The surplus value theory, economic planning as a part of government responsibility, relations of family budgets to Engel's Law, government responsibility for employment, and rent control. Prerequisites: For Bus. Ed. Students—Econ. 211, 212, and Hist. 223. For other students—Hist. 112, 113, and Econ. 211.

Econ. 434 — *Economic Growth of Underdeveloped Areas* 3 cr. hrs.

A study of stagnating economies. Topics include: theories of underdevelopment; operative resistances to economic growth; role of capital, labor, population growth, and technological advance; development planning; trade in a development setting.

Psy. 460 — *Basic Statistical Method* 3 cr. hrs.

For a description of this course see Psychology 460 under psychology course descriptions. Liberal arts students concentrating in economics will receive credit for this course. Prerequisite: permission of Economics Department.

Soc. 466 — *Research Methods in the Social Sciences* 3 cr. hrs.

For a description of this course see Sociology 466. Liberal arts students concentrating in economics will receive credit for this course. Prerequisite: Psy. 460 and permission of Economic Department.

Econ. 470 — *Senior Seminar* 3 cr. hrs.

A tutorial course which provides an opportunity for intensive work in a selected area adapted to the interests of the individual student. Some particular aspects of economic theory or policy will usually be selected as a research problem on the basis of which a paper will be written. Prerequisites: 15 hours of economics, including Econ. 423, Psy. 460, Soc. 466, and permission of the department.

SOCIOLOGY

Soc. 211 — *Principles of Sociology* 3 cr. hrs.

The basic characteristics of group behavior, the organization of society and culture, individual and community adjustments, in the light of their origin, development, form, and functions.

Soc. 213 — *Contemporary Social Problems* 3 cr. hrs.

Urgent social problems and proposals offered for their solution. Topics include social change, personal maladjustment, social disorganization, mobility, delinquency, racial and economic tensions, and special problems of youth, families, and aging. Prerequisite: Soc. 211.

Soc. 218 — *Religion in American Society* 3 cr. hrs.

Analysis of the relationship between religion and American social institutions and society.

Soc. 224 — *Cultural Anthropology* 3 cr. hrs.

Origin and development of human culture; function of elements and configurations of material and non-material culture in meeting human needs. Examples of the dynamics of cultural processes from the social, economic, governmental, religious, and artistic life of various peoples.

Soc. 233 — *Introduction to Social Work and the Welfare Services* 3 cr. hrs.

An examination of the modern welfare services, followed by the study of some of the methods by which social workers help to solve a host of problems which range from adoption and care for the aged to marital counseling, parole supervision, and community organization.

Soc. 315 — *Racial and National Minority Groups* 3 cr. hrs.

An analysis of racial and minority relations involving racial, national, and religious minorities in the United States. Emphasis will be placed on the present system of minority relations with efforts being made toward possible adjustments. Prerequisite: Soc. 211.

Soc. 316 — *Urban Sociology* 3 cr. hrs.

Analysis of origin and growth of the city in the U. S. Emphasis on ecological changes taking place as well as the dynamic patterns of interaction on the contemporary scene. Prerequisite: Soc. 211.

Soc. 323 — *Introduction to Anthropology* 3 cr. hrs.

Human prehistory, physical types of man, language distributions, cultural and social achievement of preliterate peoples, cultural processes, and the role of culture in personality formation.

Soc. 325 — *Comparative Non-Literate Cultures* 3 cr. hrs.

Intensive functional analysis of selected non-literate societies in contrasting cultural and natural areas (Africa, Pacific Islands, etc.) Prerequisite: Soc. 211, 214, or 323.

Soc. 326 — *Indians of North and South America* 3 cr. hrs.

Survey of the cultural types and language distributions of the New World through prehistoric and early historic periods. Includes Indians of Pennsylvania.

Soc. 327 — *Selected Contemporary Cultures* 3 cr. hrs.

Survey of peoples and cultures of the contemporary world, with emphasis on areas outside North America and Europe. Stress on the natural and social environment, national character, religion and world view, and literary expression through musical and artistic media.

Soc. 331 — *Marriage and Family* 3 cr. hrs.

Cultural traditions of the marriage and the family and the new problems in social behavior these institutions face in a changing society.

Soc. 332 — *Personality in Culture and Society* 3 cr. hrs.

Examination of cultural influences on the development of personality; analysis of personality differences in various cultures. Presentation of explanatory hypotheses.

Soc. 341 — *Criminology* 3 cr. hrs.

Scientific study of crime. Theories of causes of crime, including physical type, differential association, psychiatric, etc. Volume, scope, and trends in crime; police, administration of justice, rehabilitation theory and practice. Prerequisite: Soc. 211.

Soc. 429 — *Field Archaeology* 3 cr. hrs.

Field investigation of various aboriginal cultures which have occupied the valley of the North Branch of the Susquehanna River since the glacial age. Emphasis on excavation of sites in this area, preceeded by orientation to stratigraphic and recording techniques. Prerequisite: Soc. 224 or 323.

Soc. 442 — *Juvenile Delinquency* 3 cr. hrs.

Examination of social pressure operative upon children in American society which lead to deviant behavior. Factors leading to formation of delinquent personality. Methods of treatment and prevention, juvenile courts, clinics and correctional institutions will be considered. Prerequisite: Soc. 211.

Psy. 460 — *Basic Statistical Method* 3 cr. hrs.

For a description of this course see Psychology 460. Liberal arts students will receive credit for this course. Prerequisite: Permission of Sociology Department.

Soc. 462 — *Sociological Theory* 3 cr. hrs.

Survey of the development of sociological theory from Comte and Spencer. Comparison of modern schools of thought, including mechanistic, geographical, analytical, functional, and neo-positivistic. Prerequisites: 12 hours of sociology or permission of instructor.

Soc. 466 — *Research Methods in the Social Sciences* 3 cr. hrs.

Methods and techniques in social science research. Preparation of research projects, questionnaires, sampling, interviews, etc. Introduction to methods for analysis and interpretation of data. Liberal arts students concentrating in sociology will receive credit for the course. Prerequisite: 12 hours of sociology including Psy. 460.

Soc. 470 — *Senior Seminar* 3 cr. hrs.

Individual research projects and reports within selected areas of sociological interest, such as the family, criminology, social stratification, and ethnic minorities. Prerequisites: 18 hours of sociology including Soc. 462 and 466, Psy. 460, and permission of the department.

PHILOSOPHY

Phil. 211 — *Introduction to Philosophy* 3 cr. hrs.

An attempt to develop systematically a number of general topics which the sciences, in their attempts to specialize, do not encompass. Some of these are forms of argument, kind of knowledge, nature of reality, individual and social values, and standards of conduct.

Phil. 302 — *Logic* 3 cr. hrs.

A study of the laws of systematic thinking. Included is an examination of logical forms of argumentation, the syllogism, and the methodology of the deductive sciences.

Phil. 303 — *Philosophy of Science* 3 cr. hrs.

Analysis of the logic of inquiry in the natural and social sciences; the nature of scientific explanation; problems of causality, measurement, prediction, and verification.

Phil. 306 — *Philosophy of Religion* 3 cr. hrs.

A critical analysis of religious faith. Particular attention is given to the nature of religion, evidence supporting religious belief, and problems and challenges to religion. Prerequisite: Phil. 211.

Phil. 307 — *Ethics* 3 cr. hrs.

Analysis of the criteria for choosing between alternatives; the relation of means and ends; individual and social interests; conflict of interests and community of interests, justification and genesis of values, ethical relativism.

POLITICAL SCIENCE

Pol. Sci. 211 — *United States Government* 3 cr. hrs.

A study of American national government with emphasis on basic concepts, structure, powers, procedures, and problems.

Pol. Sci. 212 — *Elements of Political Science* 3 cr. hrs.

Emphasis on a mix of empirical and normative theory in order to furnish a conceptual framework as an introduction to the discipline.

(Either Pol. Sci. 211 or 212 is a prerequisite for all succeeding courses in the department.)

Pol. Sci. 313 — *State and Local Government* 3 cr. hrs.

A comparison of the states' structural institutions, together with an examination of the functions and problems of state, municipal, and special governmental units. Prerequisite: Pol. Sci. 211.

Pol. Sci. 314 — *Political Parties and Elections* 3 cr. hrs.

The structures and functions of political organizations, minor parties, campaign financing, theories of voting and voting behavior, and the history of the development of the American two-party system.

Pol. Sci. 316 — *Public Opinion and Propaganda* 3 cr. hrs.

Various methods and techniques for analyzing, measuring, and processing public opinion are explored, with opportunity allowed for some practical experience. Components such as pressure groups and content analysis tests for propaganda are included.

Pol. Sci. 324 — *International Relations* 3 cr. hrs.

Political theory of the state, sovereignty, and government, and a detailed examination of their component parts. The sources of national power, the results of national power, in the form of disputes, conflicts, and wars, or alliances, balances of power, and settlements of international law in international courts. Prerequisite: Pol. Sci. 211.

Pol. Sci. 352 — *Public Administration* 3 cr. hrs.

The useful contributions made by organizational theory to the problems of decision-making functions and coordination of program budgeting and personnel are considered.

Pol. Sci. 423 — *Comparative European Governments* 3 cr. hrs.

Principles of comparative analysis; social and economic interests; role of ideology; political interest groups, parties and electoral systems; the evolution, structure, organization, and operation of the governments of Great Britain, France, the U.S.S.R., and the German Federal Republic.

Pol. Sci. 424 — *Politics and Institutions of Latin America* 3 cr. hrs.

An examination of organizational forms, functions, and operations of selected countries of Latin America. Emphasis on indigenous institutions.

Pol. Sci. 425 — *Politics and Institutions of Africa and the Middle East* 3 cr. hrs.

An examination of the history, structure, functions, and problems of selected countries of Africa and the Middle East.

Pol. Sci. 426 — *Politics and Institutions of the Far East* 3 cr. hrs.

An examination of the history, structure, functions, and problems of selected countries of the Far East, including China, Japan, and India.

Pol. Sci. 433 — *History of Political Thought* 3 cr. hrs.

Important political theorists of the past and their proposals with reference to their validity at the time, and their application and acceptance today. Liberty, authority, democracy, individualism, nationalism, and internationalism. Prerequisite: Hist. 112, 113, Pol. Sci. 211.

Pol. Sci. 451 — *Constitutional Law* 3 cr. hrs.

A study of the history, organization, and functions of the Supreme Court including a case study approach of the Court's interpretations of the commerce and taxing powers, state-federal relationships, and civil rights.

Psy. 460 — *Basic Statistical Method* 3 cr. hrs.

For a description of this course see Psychology 460 under Psychology course descriptions. Liberal arts students concentrating in political science will receive credit for this course. Prerequisite: permission of Political Science Department.

Soc. 466 — *Research Methods in the Social Sciences* 3 cr. hrs.

For a description of this course see Sociology 466. Liberal arts students concentrating in political science will receive credit for this course. Prerequisites: Psy. 460 and permission of Political Science Department.

Pol. Sci. 470 — *Senior Seminar* 3 cr. hrs.

Individual research projects determined in consultation between student and instructor. Prerequisites: 15 hours of political science including Pol. Sci. 433, Psy. 460, Soc. 466, and permission of the department.

DEPARTMENT OF HISTORY

Hist. 111 — *World History to 1500* 3 cr. hrs.

Surveys development of man and his culture throughout the world from earliest times to 1500. All the great civilizations are studied, with emphasis upon the interaction of Western Europe with other cultural systems.

Hist. 112 — *World History 1500 to 1815* 3 cr. hrs.

Survey of political, social, economic, and cultural forces in the Western and non-Western world, with emphasis on the interaction of major cultural systems from 1500 to 1815.

Hist. 113 — *World History since 1815* 3 cr. hrs.

Survey of political, social, economic, and cultural forces at work since post-Napoleonic period. Emphasis upon increasing importance of non-Western world in the development of the modern world.

Hist. 218 — *United States and Pennsylvania Survey* 3 cr. hrs.

Major and usually recurring political, social, and economic problems emphasized.

Hist. 312 — *Classical World* 3 cr. hrs.

Study of the ancient world from the ancient Near East to the fall of the Roman Empire in the West, with an intensive emphasis upon Greece, Rome, the rise of Christianity, and their influence on Western European civilization. Prerequisite: 6 cr. hrs. of history.

Hist. 314 — *Medieval Europe* 3 cr. hrs.

Study of the peoples and countries which emerged following the fall of the Roman Empire in the West; a critical analysis of feudalism and manorialism, the development of Western institutions, and of the church and temporal authorities to the late 14th century. Prerequisite: 6 cr. hrs. of history.

Hist. 318 — *England to 1688* 3 cr. hrs.

Political, economic, social, and cultural life in England to the Glorious Revolution, especially the growth and evolution of English institutions and the emergence of England as a world power. Prerequisite: 6 cr. hrs. of history.

Hist. 319 — *England since 1688* 3 cr. hrs.

Political, social, economic, and cultural development in England from the Glorious Revolution to the present with emphasis upon the development of democracy, the Industrial Revolutions, and the growth and decline of the British Empire. Prerequisite: 6 cr. hrs. of history.

Hist. 322 — *Renaissance and Reformation Eras* 3 cr. hrs.

Political, social, economic, literary, artistic, and intellectual developments from ca. 1300 in Italy and including the spread of the Renaissance throughout Europe; also a critical study of the Protestant and Catholic reformations in relation to the political, economic, social, and cultural developments in Western Europe in the 16th and 17th centuries. Prerequisite: 6 cr. hrs. of history.

Hist. 324 — *The Age of Absolutism, 1600-1789* 3 cr. hrs.

Rise of the modern nation states, the growth of absolutist power in Eastern and Western Europe, and the colonial wars between the major Western powers. Prerequisite: 6 cr. hrs. of history.

Hist. 326 — *Revolution, Liberalism and Nationalism, 1789-1914* 3 cr. hrs.

Causes and effects of the French Revolution and the Napoleonic Wars; the conflict of restoration with the rising tides of nationalism and liberalism; the unification of Germany and Italy; the diplomatic crises leading to World War I. Prerequisite: 6 cr. hrs. of history.

Hist. 332 — *Europe since 1914* 3 cr. hrs.

Analysis of major political, social, economic, and military aspects of European history from World War I to the present. Emphasis upon the problems faced by the present-day world. Prerequisite: 6 cr. hrs. of history.

Hist. 348 — *Contemporary Europe Culture Tour* 6 cr. hrs.

Professionally guided study tour of Western Europe, usually scheduled each summer. Research paper required.

Hist. 352. — *Latin America since 1820* 3 cr. hrs.

After brief summary of course and results of the revolutionary era, attention is devoted to the economic, social, and political development of individual nations. Prerequisite: 6 cr. hrs. of history.

Hist. 354 — *The Modern Far East* 3 cr. hrs.

Survey of Eastern Asiatic civilizations with emphasis upon cultural change and political response in consequence of European expansion and the spread of nationalism. Prerequisite: 6 cr. hrs. of history.

Hist. 356 — *Russia to 1917* 3 cr. hrs.

Survey of Russia from the beginning of the Russian State in the ninth century through the Kievan, Muscovite, and Imperial periods to the Bolshevik

Revolution of 1917. Emphasis placed on geographical, political, socio-economic, and cultural factors which contribute most to an understanding of present-day Russia. Prerequisite: 6 cr. hrs. of history.

Hist. 358 — *Modern Africa* 3 cr. hrs.

Surveys the transformation of the societies of Sub-Sahara Africa from colonialism to national independence. Prerequisite: 6 cr. hrs. of history.

Hist. 362 — *The Near and Middle East since 1800* 3 cr. hrs.

Beginning with the gradual dismemberment of the Ottoman Empire and the extension of European interests in the nineteenth century, surveys the West's continuing involvement in the area and the rise of nationalism. Prerequisite: 6 cr. hrs. of history.

Hist. 372 — *Colonial Period of America to 1783* 3 cr. hrs.

European colonization in the New World with attention to the establishment and development of England's thirteen colonies and emphasis upon the problems which produced conflict between the colonies and the British Empire resulting in the American Revolution. Prerequisite: 6 cr. hrs. of history.

Hist. 374 — *Early National Period of the United States* 3 cr. hrs.

Major periods—Confederation, Federalist, and Jeffersonian administrations, War of 1812, Era of Good Feelings—analyzed as to their contributions to the establishment of the United States from 1783 to 1828. Prerequisite: 6 cr. hrs. of history.

Hist. 376 — *American Expansion and Disunion, 1828-1865* 3 cr. hrs.

Study of Jacksonian Democracy, Manifest Destiny, and the Mexican War; the issue of slavery and expansion, and the Civil War. Prerequisite: 6 cr. hrs. of history.

Hist. 378 — *Emergence of Industrial America, 1865-1898* 3 cr. hrs.

Study of economic, social, cultural, and political problems inherent in the transformation of the United States from an agrarian nation into a modern industrial world power. Prerequisite: 6 cr. hrs. of history.

Hist. 382 — *Early Twentieth Century United States, 1898-1932* 3 cr. hrs.

Survey of domestic and international issues concerning the United States from the Spanish-American War to the Great Depression, with analysis of the Progressive Era and its contributions, the role of the United States as

world power, World War I and the League of Nations, expansion of the American economy, and the tensions of the 1920's. Prerequisite: 6 cr. hrs. of history.

Hist. 384 — *Contemporary United States, 1932 to the Present* 3 cr. hrs.

Study of the Great Depression with its ramifications on American life, entry into World War II, problems of the cold war, and domestic issues from the Truman Presidency to the present. Varying interpretations of the era examined to understand conflicting views of the present. Prerequisite: 6 cr. hrs. of history.

Hist. 388 — *Pennsylvania* 3 cr. hrs.

Examines in depth major contributions of Pennsylvania to national life and contrasts significant movements on the state level with those on the national. Prerequisite: 6 cr. hrs. of history.

Hist. 391 — *Diplomatic History of the United States to 1898* 3 cr. hrs.

A critical analysis of United States foreign relations from the Colonial period to the 1898 war with Spain, with emphasis upon the development of, the role of public opinion in, and the peculiar conditions in America which have profoundly influenced fundamental foreign policies. Prerequisite: 6 cr. hrs. of history.

Hist. 392 — *Diplomatic History of the United States since 1898* 3 cr. hrs.

A critical analysis of United States foreign relations from the war with Spain in 1898 to the present. To the study of factors considered in History 391 is added and emphasis on the increasing involvement of the nation in world affairs in its transition to the status of a great world power. Prerequisite: 6 cr. hrs. of history.

Hist. 396 — *Selected Political and Constitutional Problems* 3 cr. hrs.

A topical approach to various political and constitutional problems of American life. Selected problems or periods, and their causes and effects, will be intensively studied. Prerequisite: 6 cr. hrs. of history.

Hist. 399 — *Bibliography and Research* 3 cr. hrs.

A review of basic historical bibliography and exercises in location and use accompany a careful analysis of the problems and tools of historical research and a practical application of research methods. Prerequisite: 9 cr. hrs. of history and consent of instructor.

Hist. 412 — *Central Eastern Europe since 1815* 3 cr. hrs.

Survey of the political and cultural development of the nations of Europe which lie between Germany and Italy on the west and Russia on the east since their emergence as independent nation-states in the nineteenth and twentieth centuries. Prerequisite: 9 cr. hrs. of history. Offered for undergraduate or graduate credit.

Hist. 421 — *Diplomatic History of Europe from 1815 to 1919* 3 cr. hrs.

Analytical study of foreign policies and relations of the European nations from the Congress of Vienna to the First World War. Prerequisite: 9 cr. hrs. of history. Offered for undergraduate or graduate credit.

Hist. 422 — *Diplomatic History of Europe since 1919* 3 cr. hrs.

Analytical study of foreign policies and relations of the Great Powers during the Interwar Years—League of Nations, war debts and preparations, disarmament, causes of World War II—the diplomacy of the Second World War, and the origins and evolution of the cold war. Prerequisite: 9 cr. hrs. of history. Offered for undergraduate or graduate credit.

Hist. 428 — *Intellectual History of Europe since the Enlightenment* 3 cr. hrs.

Changes in currents of thought during the period are related to political, economic, and social developments. Special attention given to various interpretations of major intellectual movements. Prerequisite: 9 cr. hrs. of history. Offered for undergraduate or graduate credit.

Hist. 452 — *Soviet Russia* 3 cr. hrs.

Critical analysis of the political, social, economic, and cultural evolution of the Soviet Union, and a study of Soviet foreign policy and international relations. Prerequisite: 9 cr. hrs. of history. Offered for undergraduate or graduate credit.

Hist. 454 — *China and Japan in the Twentieth Century* 3 cr. hrs.

After a survey of the causes and results of the periods of the Manchu in China and the Meiji in Japan, attention is devoted to the political, social, and economic problems in the rise of these nations to international power. Prerequisite: 9 cr. hrs. of history. Offered for undergraduate or graduate credit.

Hist. 456 — *Selected Problems in Africa and the Near and Middle East* 3 cr. hrs.

Intensive study of critical social, political, and economic problems of the contemporary peoples and nations in these regions. Prerequisite: 9 cr. hrs. of history. Offered for undergraduate or graduate credit.

Hist. 471 — *Industrial History of the United States* 3 cr. hrs.

Survey of industrial growth of the United States in relation to political, social, and cultural institutions with special attention to the development of resources, technology, transportation, consumer products, and modern industrial problems. Prerequisite: 9 cr. hrs. of history. Offered for undergraduate or graduate credit.

Hist. 472 — *History of Labor in the United States* 3 cr. hrs.

Surveys the problems of labor from the colonial period to the present, with emphasis upon the development of unions and their role in national life. Prerequisite: 9 cr. hrs. of history. Offered for undergraduate or graduate credit.

Hist. 481 — *United States Social, Cultural, and Intellectual History to 1860* 3 cr. hrs.

Studies impact of English institutions, the development of a distinct American society, and the divergence of the cultures of the North and the South with emphasis upon Puritanism, the Enlightenment, and Transcendentalism. Prerequisite: 9 cr. hrs. of history. Offered for undergraduate or graduate credit.

Hist. 482 — *United States Social, Cultural, and Intellectual History since 1860* 3 cr. hrs.

Modern American social and cultural institutions and major contemporary systems of thought are analyzed. Prerequisite: 9 cr. hrs. of history. Offered for undergraduate or graduate credit.

DEPARTMENT OF GEOGRAPHY

Geog. 101 — *World Physical Geography* 3 cr. hrs.

Considers earth-sun relationships, land masses, oceans, landforms, weather and climate, and natural resources as elements and controls related to the adjustments man makes to his environments.

Geog. 102 — *World Cultural Geography* 3 cr. hrs.

A course designed to show the close relationship that exists between man, land, culture, and economic activities.

Geog. 121 — *Economic Geography* 3 cr. hrs.

The economic regions of the world together with their relationship to current world economic problems.

Geog. 223 — *Geography of Anglo-America* 3 cr. hrs.

The physical setting, present inhabitants, occupations, resources, present use of resources, and future outlook for Anglo-America.

Geog. 224 — *Geographic Influences in American History* 3 cr. hrs.

The relationship between the historical movements in the United States and the natural environment as a stage on which the action is portrayed. Prerequisite: Hist. 218.

Geog. 233 — *Geography of Europe* 3 cr. hrs.

Europe's physical characteristics, topography, transportation systems, resources, population, and trade.

Geog. 243 — *Geography of Asia* 3 cr. hrs.

The physical characteristics of Asia and its social, cultural, and economic aspects.

Geog. 244 — *Geography of Latin America* 3 cr. hrs.

A regional study of South America, Central America and the islands of the Caribbean Sea. The human and physical factors of the geographic environment.

Geog. 245 — *Geography of Africa* 3 cr. hrs.

The physical geographic elements (climate, soils, natural vegetation, minerals, physiography and water) as they relate to agriculture, grazing, mining, manufacturing, transportation, communication, and political boundaries for all of Africa.

Geog. 246 — *Geography of the Soviet Realm* 3 cr. hrs.

The physical and human geography of the Soviet Union is studied along with some emphasis upon the relationship between that country and the so-called "satellite" nations.

Geog. 323 — *Political Geography* 3 cr. hrs.

This course includes an analysis of the factors — physical, human, and economic — which influence the changing pattern of the political map of the world.

Geog. 353 — *Physiography* 3 cr. hrs.

The study of the dynamic, tectonic, and gradational forces, which, in conjunction with climatic and biologic forces, have shaped the earth into its present form and are constantly refashioning and modifying it.

Geog. 354 — *Cartography* 3 cr. hrs.

The use, construction, and interpretation of maps, models, globes, charts, and geographic diagrams are presented.

Geog. 355 — *Meteorology* 3 cr. hrs.

A study of the atmosphere and the laws and underlying principles of atmospheric changes.

Geog. 356 — *Climatology* 3 cr. hrs.

Climate, (temperature, moisture, pressure and winds, air masses and storms) and the distribution of varied climates over the earth. Prerequisite: Geog. 355.

Geog. 357 — *Physical Geology* 3 cr. hrs.

The landscape in relation to the structure of the earth's crust. The agencies continually at work changing the earth's forms, the classification and interpretation of rocks, and the evolution of life.

Geog. 358 — *Conservation of Natural Resources* 3 cr. hrs.

The extreme importance to our economy and to our very lives of this nation's vital resources. Conservation of soils, forests, grasslands, waters, minerals, the air, and human resources.

Geog. 359 — *Oceanography* 3 cr. hrs.

An introduction to the geologic, chemical, and physical aspects of the ocean basins. Emphases will be on ocean basin structure, topographic features, wave motion, current circulation, and methods of investigation.

Geog. 361 — *Historical Geology* 3 cr. hrs.

Chronology of earth history as interpreted from rocks and fossils. Maps, slides, specimens, films, field trips, and correlative reading supplement lectures. Prerequisite: Biol. 103-104 or Geog. 357.

Geog. 363 — *Urban Geography*

3 cr. hrs.

This course is designed to provide a conceptual and methodological framework in which to view the process of urbanization.

Geog. 365 — *Geomorphology*

3 cr. hrs.

The study of major land features and the processes that help to form them with particular emphasis on their relationship to the underlying geologic formations and structures. Laboratory and field trips included.

Geog. 451 — *Field Techniques in Earth and Space Science*

3 cr. hrs.

Intensive field training in the use of equipment and techniques in the areas of geology, astronomy, meteorology, and cartography. Each area is offered in successive years under the guidance of the instructor normally responsible for that area. Permission of the instructor required to enroll.

Geog. 453 — *Astronomy*

3 cr. hrs.

The solar system, its physical characteristics and motions, the interesting phenomena of our galactic systems, and those of extra-galactic space, together with the study of constellations. Prerequisite: Math. 101 or Math. 111.

Geog. 492 — *Geography Seminar*

3 cr. hrs.

Student pursues in depth such areas as the geographic literature, techniques, and the practical application of Geography. (A minimum of 21 credit hours in Geography must be completed before a student schedules this course).

Waller Hall



DIVISION OF BUSINESS EDUCATION

PURPOSE

The State Department of Public Instruction has designated the Bloomsburg State College as one of the institutions in which secondary business teachers of the Commonwealth may be educated. The primary purpose of the program of the Division of Business Education is to prepare teachers for the junior and senior high schools of Pennsylvania.

Upon completion of the Business Education Curriculum, the Bachelor of Science Degree is conferred and application may be made to the State Department of Public Instruction for a teaching certificate. The courses included in the curriculum qualify graduates to secure certification to teach business subjects in any junior or senior high school in Pennsylvania.

ENTRANCE REQUIREMENTS

The Business Education Curriculum has proved so popular since it was first introduced in 1930 that only a limited number of selected students are admitted. All prospective students who plan to select this curriculum should apply to the Director of Admissions early in the year preceding the year in which they expect to enroll in the college. Only those high school students whose records indicate the ability to complete the curriculum satisfactorily are accepted. *This does not mean that students applying for admission must have had business courses in high school or business college. Many students who have had no previous business training complete successfully the Business Education Curriculum.*

As this curriculum is of college grade, advanced standing is not granted for work completed in secondary schools, business colleges, or non-accredited business schools.

ADVANCED STANDING

Applicants for admission to the Business Education Curriculum who have earned credit at other colleges or universities should submit a transcript of this credit when applying for admission. Advanced standing will be granted for courses completed at other institutions of college grade when, in the judgment of the Dean of Instruction, such courses are equivalent to subjects prescribed in the Business Education Curriculum.

If a tentative evaluation of courses completed at other colleges or universities is desired, a transcript showing the names of the courses, the grades, and the credit hours earned should be sent to the Director of the Division of Business Education. A tentative evaluation can be requested prior to making application for admission to the college.



Trimming The Tree



"It's not all uphill!"

THE FOUR YEAR BUSINESS EDUCATION CURRICULUMS

The Business Education curriculum authorized by the State Board of Education prepares students for certification to supervise or teach business subjects.

The specific objectives of the Business Education program are:

1. To contribute to the development of a broader understanding of the culture of our society.
2. To develop an appreciation of the contributions business teachers can make to the total educational program of the school.
3. To prepare students for certification to teach or supervise the teaching of business subjects.
4. To develop vocational competency in the skill subjects and in accounting.
5. To provide sufficient basic business education to insure competency and to develop interest in the teaching of basic business subjects.
6. To provide training and experience in methods and techniques of teaching business subjects.

Upon satisfactory completion of the basic year of the curriculum, students must choose one of the sequences (General, Secretarial, or Accounting) shown on the following pages. STUDENTS NEED NOT HAVE HAD BUSINESS TRAINING IN HIGH SCHOOL to complete the business sequences.

For administrative reasons the sequence of courses is subject to change. The first number after each course refers to clock hours, while the second indicates the number of credit hours.

FIRST YEAR (All Sequences)					
FIRST SEMESTER			SECOND SEMESTER		
	Hours			Hours	
	CL	CR		CL	CR
Eng. 101—English Composition	3	3	Eng. 102—English Composition	3	3
Math. 101—Fundamentals of Mathematics	3	3	Phys. 101—Physical Science	4	3
Geog. 101—World Physical Geography	3	3	Art 101—Intro. to Art or		
Speech 103—Introduction to Speech	3	3	Music 101—Intro. to Music	3	3
P. E. 101—Physical Fitness Education	2	1	H.E. 101—Principles of Hygiene	2	2
Phil. 211—Intro. to Philosophy	3	3	P. E. 102—Aquatics	2	1
	—	—	Bus. Ed. 101—Introduction to		
	17	16	Business Organization and Finance	3	3
			Bus. Ed. 221—Principles of Accounting I	4	3
				—	—
				21	18

GENERAL SEQUENCE

Second Year

FIRST SEMESTER		SECOND SEMESTER	
	CL CR		CL CR
Eng. 207 or 208—Survey of World Literature	3 3	Hist. 218—U. S. and Pa. Survey	3 3
Biol. 103—General Biology I	5 3	Bus. Ed. 202—Elementary Typewriting II	4 2
P. E. 201—Recreational P. E.	2 1	Bus. Ed. 212—Elementary Shorthand II	4 3
Bus. Ed. 201—Elementary Typewriting I ..	4 2	Bus. Ed. 321—Intermediate Accounting I ..	3 3
Bus. Ed. 211—Elementary Shorthand I ..	4 3	Natural Science or Math. elective	3 3
Bus. Ed. 222—Principles of Accounting II	4 3	Humanities elective	3 3
	22 15		20 17

Third Year

	CL CR		CL CR
Psy. 101—General Psychology	3 3	Psy. 371—Educational Psychology	3 3
Econ. 211—Principles of Economics	3 3	Econ. 212—Principles of Economics	3 3
Bus. Ed. 301—Advanced Typewriting	4 2	Bus. Ed. 332—Business Law II	3 3
Bus. Ed. 311—Advanced Shorthand	4 3	Bus. Ed. 334—Advanced Mathematics (Business Mathematics) or	
Bus. Ed. 322—Intermediate Accounting II ..	3 3	Bus. Ed. 333—Business Correspondence and Reports	3 3
Bus. Ed. 331—Business Law I	3 3	Ed. 393—Social Foundations of Education ..	3 3
	— —	Soc. 211—Principles of Sociology or	
	20 17	Soc. 323—Intro. to Anthropology	3 3
			18 18

Fourth Year

	Hours CL CR		Hours CL CR
Econ. 423—History of Economic Thought	3 3	Bus. Ed. 402—Student Teaching in Business Subjects in the Secondary School (Including Professional Practicum)	30 12
Pol. Sci. 211—United States Government ..	3 3		
Bus. Ed. 401—Clerical Practice and Office Machines	5 3		
Bus. Ed. 395—Curriculum and Instruction (Including A-V Education)	8 6		
	19 15		30 12

ACCOUNTING SEQUENCE

Second Year

	CL CR		CL CR
Eng. 207 or 208—Survey of World Literature	3 3	Hist. 218—U.S. and Pa. Survey	3 3
Biol. 103—General Biology I	5 3	Bus. Ed. 202—Elementary Typewriting II	4 2
P. E. 201—Recreational P.E.	2 1	Bus. Ed. 321—Intermediate Accounting I ..	3 3
Bus. Ed. 201—Elementary Typewriting I ..	4 2	Business Education elective	3 3
Bus. Ed. 222—Principles of Accounting II ..	4 3	Natural Science or Math. elective	3 3
Business Education elective	3 3	Humanities elective	3 3
	21 15		19 17

Third Year

	CL CR		CL CR
Psy 101—General Psychology	3 3	Psy. 371—Educational Psychology	3 3
Econ. 211—Principles of Economics	3 3	Econ. 212—Principles of Economics	3 3
Bus. Ed. 301—Advanced Typewriting	4 2	Bus. Ed. 332—Business Law II	3 3
Bus. Ed. 322—Intermediate Accounting II ..	3 3	Accounting elective	3 3
Bus. Ed. 331—Business Law I	3 3	Ed. 393—Social Foundations of Education	3 3
Bus. Ed. 334—Advanced Mathematics (Business Mathematics)	3 3	Soc. 211—Principles of Sociology or	
	— —	Soc. 323—Intro. to Anthropology	3 3
	19 17		18 18

Fourth Year

FIRST SEMESTER

	CL	CR
Econ. 423—History of Economic Thought	3	3
Pol. Sci. 211—United States Government	3	3
Bus. Ed. 401—Clerical Practice and Office Machines	5	3
Bus. Ed. 395—Curriculum and Instruction 8 (Including A-V Education)	6	6
	—	—
	19	15

SECOND SEMESTER

	CL	CR
Bus. Ed. 402—Student Teaching in Business Subjects in the Secondary School (Including Professional Practicum)	30	12
	—	—
	30	12

SECRETARIAL SEQUENCE

Second Year

Hours		Hours	
CL	CR	CL	CR
Eng. 207 or 208—Survey of World Literature	3 3	Hist. 218—U. S. and Pa. Survey	3 3
Biol. 103—General Biology I	5 3	Bus. Ed. 202—Elementary Typewriting II	4 2
P. E. 201—Recreational P. E.	2 1	Bus. Ed. 212—Elementary Shorthand II	4 3
Bus. Ed. 201—Elementary Typewriting I	4 2	Bus. Ed. 333—Business Correspondence and Reports	3 3
Bus. Ed. 211—Elementary Shorthand I	4 3	Natural Science or Math elective	3 3
Business Education elective	3 3	Humanities elective	3 3
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	21 15		20 17

Third Year

CL	CR	CL	CR
Psy. 101—General Psychology	3 3	Econ. 212—Principles of Economics	3 3
Econ. 211—Principles of Economics I	3 3	Bus. Ed. 312—Secretarial Practice	5 3
Bus. Ed. 301—Advanced Typewriting	4 2	Bus. Ed. 332—Business Law II	3 3
Bus. Ed. 311—Advanced Shorthand	4 3	Psy. 371—Educational Psychology	3 3
Bus. Ed. 221—Business Law I	3 3	Ed. 393—Social Foundations of Education	3 3
Business Education elective	3 3	Soc. 211—Principles of Sociology or Soc. 323—Intro. to Anthropology	3 3
	— —		— —
	20 17		20 18

Fourth Year

CL	CR	CL	CR
Econ. 423—History of Economic Thought	3 3	Bus. Ed. 402—Student Teaching in Business Subjects in the Secondary School (Including Professional Practicum)	30 12
Pol. Sci. 211—United States Government	3 3		— —
Bus. Ed. 401—Clerical Practice and Office Machines	5 3		30 12
Bus. Ed. 395—Curriculum and Instruction 8 (Including A-V Education)	6 6		— —
	— —		— —
	19 15		30 12

COURSE DESCRIPTION DIVISION OF BUSINESS EDUCATION

Bus. Ed. 101 — *Introduction to Business Organization and Finance* 3 cr. hrs.

Business activity with attention to types of business organization, managerial controls utilized in business and financing of business enterprises.

Bus. Ed. 201 — *Elementary Typewriting I* 2 cr. hrs.

Presentation and mastery of the keyboard and operating parts of the typewriter; stroking techniques and control emphasized; instruction in preparing business letters, manuscripts, carbon copies, envelopes, business forms, and cards; teaching techniques.

Bus. Ed. 202 — *Elementary Typewriting II* 2 cr. hrs.

Production techniques; typing letters, envelopes, and cards; multiple carbon work, preparation of manuscripts, tabulation, and legal forms; preparation of stencils and liquid process masters; teaching techniques. Prerequisite: Bus. Ed. 201.

Bus. Ed. 211 — *Elementary Shorthand I* 3 cr. hrs.

Beginning course in Gregg Shorthand Diamond Jubilee in which theory is presented with dictation woven into an integrated course; fluent reading and writing of familiar and unfamiliar material.

Bus. Ed. 212 — *Elementary Shorthand II* 3 cr. hrs.

Development of ability to read shorthand notes; fluency of writing and correctness of outlines stressed; dictation and transcription teaching methods and techniques. Prerequisite. Bus. Ed. 211.

Bus. Ed. 221 — *Principles of Accounting I* 3 cr. hrs.

Development of the accounting cycle covering both service and merchandising activities of a sole proprietorship; consideration of special journals and special ledgers, accrued and deferred items, and business papers.

Bus. Ed. 222 — *Principles of Accounting II* 3 cr. hrs.

Further development of the accounting cycle; recording, summarizing, and interpreting financial data for partnerships and corporations; development of an understanding of the voucher system. Prerequisite: Bus. Ed. 221.

Bus. Ed. 241 — *Salesmanship* 3 cr. hrs.

Fundamental principles underlying the sales process; consideration of the salesman in relation to his firm, his goods and his customers; a study of the approach, demonstration, and close of individual sales transactions.

Bus. Ed. 301 — *Advanced Typewriting* 2 cr. hrs.

Advanced application of typewriting skills. Accuracy, speed, and job techniques; spelling, grammar, and principles of teaching stressed. Co-ordinated with Advanced Shorthand for those students seeking certification in shorthand. Prerequisite: Bus. Ed. 202.

Bus. Ed. 311 — *Advanced Shorthand* 3 cr. hrs.

Practice in dictation and transcription of shorthand, with speed and accuracy stressed; grammar, shorthand penmanship, and principles of teaching of shorthand. Prerequisite: Bus. Ed. 212.

Bus. Ed. 312 — *Secretarial Practice* 3 cr. hrs.

Stenographic and secretarial activities; dictation of type of correspondence; study of problems and procedures encountered in business offices; consideration of office etiquette; supervised secretarial work in school offices. Prerequisite: Bus. Ed. 311.

Bus. Ed. 321 — *Intermediate Accounting I* 3 cr. hrs.

Preparation and interpretation of principal accounting statements; theoretical discussion of the standards of good accounting practice, with emphasis on current items. Prerequisite: Bus. Ed. 222.

Bus. Ed. 322 — *Intermediate Accounting II* 3 cr. hrs.

Further discussion of the standards of good accounting practice with emphasis on non-current items; solution and discussion of various contemporary accounting problems; detailed analysis of major financial statements of business organizations. Prerequisite: Bus. Ed. 321.

Bus. Ed. 331 — *Business Law I* 3 cr. hrs.

Legal rights and liabilities; fundamental principles of law applicable to business transactions with specific consideration of law as it pertains to contracts, bailments, personal and real property, and sales; sources of law and the judicial system.

Bus. Ed. 332 — *Business Law II*

3 cr. hrs.

Fundamental principles of law as they pertain to guaranty and surety contracts, insurance, principal and agency relationships, employer-employee relationships, bankruptcy proceedings, estates and trusts, and various forms of business organization. Prerequisite: Bus. Ed. 331.

Bus. Ed. 333 — *Business Correspondence and Reports*

3 cr. hrs.

Review of essentials of grammar; study of the vocabulary of business; preparation of business forms; writing business letters of various types; preparation of personal data sheets; organization and preparation of business reports. Prerequisite: Bus. Ed. 202.

Bus. Ed. 334 — *Advanced Mathematics (Business Mathematics)*

3 cr. hrs.

Basic concepts and principles related to fundamental business operations. Credit, insurance, taxes, selling and finance, investments, the interpretation of statistical data; methods of teaching business arithmetic in the secondary school.

Bus. Ed. 341 — *Principles of Retailing*

3 cr. hrs.

A study of the principles of successful retailing. The course covers the scope of retailing, the dynamic changes currently under way, the retail store, retail organization, buying, selling, receiving, pricing, inventories, location, and policy.

Bus. Ed. 351 — *Teaching of Business Subjects in the
Secondary School*

3 cr. hrs.

Psychological foundations of teaching; methods of teaching shorthand, typewriting, bookkeeping, and basic business subjects; basic skill building procedures; demonstration teaching; lesson planning.

Bus. Ed. 361 — *Problems of Business Education in the
Secondary School*

3 cr. hrs.

The objectives of secondary business education; guidance, placement, follow-up; administration of the business department; physical layout, equipment, supplies, selection of textbooks; curriculum and its development; tests and measurements; current trends in business education.

Bus. Ed. 395 — *Curriculum and Instruction in Business Education in the
Secondary School*

6 cr. hrs.

Psychological foundations of teaching; methods of teaching shorthand, typewriting, bookkeeping, and basic business subjects; basic skill building procedures; demonstration teaching; lesson planning. The objectives of sec-

ondary business education; guidance, placement, follow-up; administration of the business department; physical layout, equipment, supplies, selection of textbooks; curriculum and its development; tests and measurements; current trends in business education.

Bus. Ed. 401 — *Clerical Practice and Office Machines* 3 cr. hrs.

Office dictating and transcribing machines, key-driven ~~and~~ rotary calculators, printing calculators, adding-listing machines, and ~~automated office practices~~; filing systems, business papers, and office procedure; teaching techniques ~~in the secondary school~~. Prerequisite: Bus. Ed. 202.

Bus. Ed. 402 — *Student Teaching in Business Subjects in the Secondary School* 12 cr. hrs.

Supervised educational activities in the secondary school. Students observe and teach in actual classroom situations through the cooperation of business departments in various student teaching centers of the College.

Bus. Ed. 411 — *Professional Practicum (including School Law) in Business Education* 2 cr. hrs.

Operated concurrently with Student Teaching in Business Subjects in the Secondary School and deals with orientation to Student Teaching, planning, professional growth in service, placement, school laws, classroom management.

Bus. Ed. 421 — *Cost Accounting* 3 cr. hrs.

The elements of production costs using the job order system, the process cost system, and the standard cost system; development of the ability to interpret the meaning of cost data. Prerequisite: Bus. Ed. 222.

Bus. Ed. 422 — *Auditing Theory and Procedure* 3 cr. hrs.

Principles, standards, procedures, and techniques applicable to internal and public auditing; consideration of the audit report and development of working papers for preparation of the report. Prerequisite: Bus. Ed. 222.

Bus. Ed. 423 — *Federal Tax Accounting* 3 cr. hrs.

Procedures in accounting as dictated by Federal tax laws; study of laws governing the preparation of Federal Income Tax returns for individuals and small businesses. Prerequisite: Bus. Ed. 222.

Bus. Ed. 441 — *Principles of Marketing* 3 cr. hrs.

An analysis of the structure and functions of marketing; the position of the consumer, producer, and middleman in the marketing process.

Bus. Ed. 450 — *Introduction to Data Processing* 3 cr. hrs.

An introduction and basic orientation to the field of business data processing. Content to include information on the history and applications of equipment used in data processing, how the equipment works, and an understanding of data systems and procedures. The machines that will be used in this course are the keypunch, interpreter, collator, sorter, reproducing punch, and computer.

Bus. Ed. 451 — *Introduction to Computers and Programming* 3 cr. hrs.

An introduction to computer training and programming for the computer. The various methods of programming will be included in this course. Students will be required to write, assemble, and test actual programs in the computer. Prerequisite: Bus. Ed. 450.

Courses in economics available to business students.

Econ. 211 — *Principles of Economics* 3 cr. hrs.

(See Department of Social Sciences for course description)

Econ. 212 — *Principles of Economics* 3 cr. hrs.

(See Department of Social Sciences for course description)

Econ. 313 — *Industrial Relations* 3 cr. hrs.

(See Department of Social Sciences for course description)

Econ. 413 — *Money and Banking* 3 cr. hrs.

(See Department of Social Sciences for course description)

Econ. 423 — *History of Economic Thought* 3 cr. hrs.

(See Department of Social Sciences for course description)

DIVISION OF SPECIAL EDUCATION

PURPOSE

This Division of Bloomsburg State College has been designated by the State Department of Public Instruction to train people in TEACHING OF THE MENTALLY RETARDED and in SPEECH CORRECTION. The Bachelor of Science in Education degree is conferred on students who satisfactorily complete either of the two approved special education curriculums. Those graduating in the area of TEACHING OF THE MENTALLY RETARDED receive dual certification from the Department of Public Instruction, certification to teach pupils in the elementary school as well as to teach special classes for the educable or trainable mentally retarded in the schools of Pennsylvania. Graduates of the SPEECH CORRECTION curriculum are fully certified by the Department of Public Instruction to work as speech correctionists in the schools of Pennsylvania.

EQUIPMENT

The Division of Special Education is well equipped with clinical and classroom aids. The Special Education Center is located in Navy Hall. The speech and hearing suite is equipped with pure-tone and speech audiometers, Bekesy audiometer, psycho-galvanometer, speech sonograph equipment, single and dual track tape recorders, disc-record cutting machines, phonographs, auditory training units, desk and individual model hearing aids, language masters, and library materials in the area of speech correction.

Instructional aids for the TEACHING OF THE MENTALLY RETARDED include SRA Reading Laboratories, tachistoscope, a primer typewriter, a collection of mimeographed workshop materials, and library materials concerning all areas of mental retardation.

CLINICAL PRACTICE AND STUDENT TEACHING

Students enrolled in the Teaching of the Mentally Retarded program have the opportunity of participating in the work with the mentally retarded in carefully supervised and graded special classes. After completion of the course work, students participate in full-time student teaching programs in two separate settings for the duration of nine weeks each.

Those enrolled in Speech Correction gain clinical experience at our Section on Disorders of Communication. Upon completion of course work

and clinical practice on campus, these students are placed in two different locations, for nine weeks duration each, to work full time with a qualified speech correctionist in a school or clinic setting.

Among those institutions and schools participating in this program are: Selingsgrove State School and Hospital, the White Haven State School and Hospital, Geisinger Medical Center, Bloomsburg public schools, Central Columbia Joint schools, Williamsport School District, Lycoming County schools and West Chester public schools.

Waller Hall



SPEECH CORRECTION CURRICULUM

(Subject to change for administrative reasons)

The objectives of the curriculum are: to prepare state certified speech correctionists, to provide opportunity for students to meet requirements of ASHA for Certificate of Clinical Competence in Speech Pathology, and to extend the competence of speech therapists so that they can adequately work with public school and clinic problems.

FIRST SEMESTER

	Hours	
	CL	CR
Eng. 101—Eng. Composition	3	3
Speech 103—Introduction to Speech	3	3
Biol. 103—General Biology I	4	3
Geog. 101—World Physical Geography	3	3
(Elect one)	3	3
Moth. 101—Fund. of Moth.		
Moth. 116—Introductory Statistics		
P.E. 101—Physical Fitness Education	2	1
	18	16

SECOND SEMESTER

	Hours	
	CL	CR
Eng. 102—Eng. Composition	3	3
Sp. Corr. 152—Voice & Diction	3	3
Art 101—Introduction to Art	3	3
(Elect one)	3	3
Hist. 111—World Hist. to 1500		
Hist. 112—World Hist. 1500-1815		
Hist. 113—World Hist. since 1815		
Psy. 101—General Psychology	3	3
P.E. 102—Aquatics	2	1
	17	16

THIRD SEMESTER

H.E. 101—Prin. of Hygiene	2	2
Sp. Corr. 251—Phonetics	3	3
Spec. Ed. 201—Ed. of Exceptional Children	3	3
Spec. Ed. 251—Speech Problems	3	3
P.E. 201—Rec. Physical Education	2	1
Phys. 101—Basic Phys. Science	4	3
Sp. Corr. 276—Hearing Problems	3	3
	20	18

FOURTH SEMESTER

Music 101—Intro. to Music	3	3
Psy. 211—Child Growth and Development	3	3
Psy. 371—Ed. Psychology	3	3
Sp. Corr. 252—Speech Pathology	3	3
Eng. 207 or 208—Survey of World Lit.	3	3
(Elective) Science or Moth.	3	3
	18	18

FIFTH SEMESTER

(Elect one)	3	3
Soc. 211—Prin. of Sociology		
Soc. 224—Cultural Anthropology		
Psy. 321—Tests and Measures	3	3
Phil. 211—Intro. to Philosophy	3	3
Sp. Corr. 376—Aud. Training & Speech Reading	3	3
Sp. Corr. 351—Clinical Methods and Practicum	6	3
(Elect one)	3	3
Psy. 331—Mental Hygiene		
Psy. 416—Adolescent Psy.		
	21	18

SIXTH SEMESTER

Ed. 395—Curr., Instr. Meth. and A.V.	4	3
Hist. 218—U.S. and Po. Survey	3	3
Ed. 393—Social Foundations of Education	3	3
Pol. Sc. 211—U.S. Government	3	3
Sp. Corr. 352—Clinical Pract.: Speech and Hearing Disorders	6	3
	19	15

SEVENTH SEMESTER

(Elect one)	3	3
Eng. 401—Structure of Eng.		
Sp. Corr. 360—Psycho-linguistics		
Sp. Corr. 452—Anatomy of Speech & Hearing Mechanisms	3	3
Spec. Ed. 361—Prob. in Spec. Educ.	3	3
Ed. 371—Teaching of Reading in the Elem. Grades	3	3
(Elective) Sp. Corr. or Foreign Language	3	3
	15	15

EIGHTH SEMESTER

*Sp. Corr. 402—Clinical Experience & Prof. Prac.	30	12
	30	12
Total	128	Crs.

(Sp. Corr. 466, 571, 472 and 475 are recommended for course selections beyond the required.)

*Student teaching equivalent.

CURRICULUM FOR TEACHERS OF THE MENTALLY RETARDED

(Subject to change for administrative reasons)

The objectives of this curriculum are to prepare State certified teachers in the area of mental retardation and extend competency in teaching of the mentally retarded.

FIRST SEMESTER

	Hours	
	CL	CR
Eng. 101—Eng. Composition	3	3
Speech 103—Introduction to Speech	3	3
Biol. 103—General Biology I	3	3
Geog. 101—World Physical Geography	3	3
(Elect one)	3	3
Moth. 101—Fund. of Moth.		
Moth. 116—Introductory Statistics		
Math. 231—Theory of Arith.		
P.E. 101—Physical Fitness Education	2	1
	<u>17</u>	<u>16</u>

SECOND SEMESTER

	Hours	
	CL	CR
Eng. 102—Eng. Composition	3	3
Phys. 101—Phys. Science	3	3
(Elect one)	3	3
Art 101—Intro. to Art		
Music 101—Intro. to Music		
Psy. 101—Gen Psychology	3	3
(Elect one)	3	3
Hist. 111—World History to 1500		
Hist. 112—World History 1500-1815		
Hist. 113—World Hist 1815 to present		
P.E. 102—Aquatics	2	1
	<u>17</u>	<u>16</u>

THIRD SEMESTER

Eng. 207 or 208—Survey of World Lit.	3	3
Spec. Ed. 251—Speech Problems	3	3
(Elect one)	3	3
Soc. 211—Prin. of Sociology		
Soc. 224—Cultural Anthropology		
Spec. Ed. 201—Educ. of Exceptional		
Children	3	3
Phil. 211—Intro. to Philosophy	3	3
H.E. 101—Prin. of Hygiene	2	2
	<u>17</u>	<u>17</u>

FOURTH SEMESTER

Pol. Sci. 211—U.S. Government	3	3
Music 212—Music Activities in the		
Elementary School	3	3
Tch. MR 201—Intro. to Mentol		
Retardation	3	3
(Elective) in Humanities	3	3
Psy. 211—Child Growth and		
Development	3	3
(Elective) in Social Sciences	3	3
	<u>18</u>	<u>18</u>

FIFTH SEMESTER

P.E. 201—Rec. Physical Educ.	2	1
Tch. MR 303—Crofts for all Levels		
of M.R.	8	4
Psy. 371—Educ. Psychology	3	3
Ed. 371—Teaching of Reading in the		
Elem. Grades	3	3
(Elective) Science or Moth.	3	3
Tch. MR 351—Special Class Methods for		
Primory and Intermediate Levels M. R.	3	3
	<u>22</u>	<u>17</u>

SIXTH SEMESTER

Ed. 393—Soc. Foundations		
of Education	3	3
Psy. 321—Tests & Measures	3	3
Tch MR 332—Long. Arts for Spec. Classes	2	2
Tch MR 352—Special Class Method for		
Secondary Levels of M.R.	3	3
Hist. 218—U.S. and Pa. Survey	3	3
Eng. 316—Children's Lit.	3	3
	<u>17</u>	<u>17</u>

SEVENTH SEMESTER

(Elect one)	3	3
Psy. 416—Adol. Psychology		
Psy. 331—Mental Hygiene		
Spec. Ed. 361—Prob. in Spec. Ed.	3	3
P.E. 420—Techniques in Health & PE		
for Spec. Ed. Tchrs.	3	3
Ed. 395—Curr., Instr. Meth. and A.V.	4	3
(Elective) Prof. oreo or foreign		
longuage	3	3
	<u>16</u>	<u>15</u>

EIGHTH SEMESTER

Tch. MR 401—Stud. Tchg. &		
Prof. Proct.	30	12
	<u>30</u>	<u>12</u>
Total	128	Crs.

COURSE DESCRIPTIONS

DIVISION OF SPECIAL EDUCATION

66 — SPECIAL EDUCATION

Spec. Ed. 201 — *Education of Exceptional Children* 3 cr. hrs.

The educational problems of exceptional children; the gifted, retarded, neurologically impaired, physically handicapped, and emotionally maladjusted. The history and philosophy of special education, programs for exceptional children.

Spec. Ed. 251. — *Speech Problems* 3 cr. hrs.

An introduction is given to speech defects commonly found among school children, and practical means for helping children with speech problems are outlined.

Spec. Ed. 352 — *Experience with Emotionally Disturbed* 1-3 cr. hrs.
By appointment.

Spec. Ed. 353 — *Experience with Learning Disorders* 1-3 cr. hrs.
By appointment.

Spec. Ed. 361 — *Problems in Special Education* 3 cr. hrs.

Current and evolutionary trends, objectives and organization of special education classes and programs. Competence of teachers, curriculums, equipment and materials. Analysis of tests and measurements important for effective teaching programs.

Spec. Ed. 416 — *Psychology of Exceptional Children* 3 cr. hrs.

Emphasis on symptomatology, personality formation, and developmental and therapeutic consideration for the exceptional child.

67 — SPEECH CORRECTION

Sp. Corr. 152 — *Voice and Diction* 3 cr. hrs.

The mechanical aspects of speech production are studied and principles of speech therapy are illustrated in relation to the students' own performance in terms of voice quality, pitch, articulation, and time elements. Ear-training and self-improvement of prospective clinicians or teachers are emphasized.

Sp. Corr. 251 — *Phonetics* 3 cr. hrs.

The International Phonetic Alphabet is used as a basis for study of the sounds of speech. Students develop competence in reading and transcription of symbols, with a view to practical application in recording defective sounds during articulation testing. Prerequisite: Sp. Corr. 152.

Sp. Corr. 252 — *Speech Pathology* 3 cr. hrs.

Causes, symptoms, nature and management of disorders of speech are studied. Procedures and techniques for evaluation and therapy are covered and applicable research findings are explored. Prerequisites: Spec. Ed. 251, Sp. Corr. 251, 276.

Sp. Corr. 276 — *Hearing Problems* 3 cr. hrs.

The causes, evaluation techniques, and rehabilitative procedures for the various types of hearing problems are explored. Related auditory, speech, psychological, and educational factors are discussed. The roles of parent, educator, and specialist in the rehabilitation program are investigated.

Sp. Corr. 351 — *Clinical Methods and Practicum* 3 cr. hrs.

Materials and methods applicable to clinical practicum and practice teaching are discussed. Opportunities for observing demonstrations by the staff are provided. Students are required to compose sample lesson plans and evaluation reports. These experiences are culminated with the students doing closely supervised therapy with milder cases of speech and hearing disorders. Prerequisites: Spec. Ed. 251; Sp. Corr. 152, 251, 252, 276.

Sp. Corr. 352 — *Clinical Practicum: Speech and Hearing Disorders* 3 cr. hrs.

Students continue supervised clinical work and are given increasing responsibility and experience with cases of greater complexity. Prerequisite: Sp. Corr. 351.

Sp. Corr. 360 — *Psycho-Linguistics* 3 cr. hrs.

Language is studied as a psychological phenomenon. The nature and acquisition of meaning, and the learning of systems are investigated. The influences of verbal and nonverbal antecedent conditions on both verbal and nonverbal learning are discussed. Descriptive models of language mediators in behavior are reviewed. Prerequisites: Sp. Corr. 152, 251, 276.

Sp. Corr. 376 — *Auditory Training and Speech Reading* 3 cr. hrs.

Current teaching methods for educating children and adults with moderate and severe hearing losses are investigated. A comparative analysis is made of prevailing theories and techniques. Prerequisites: Sp. Corr. 251, 276.

- Sp. Corr. 402 — *Clinical Experience and Professional Practicum (Student Teaching)* 12 cr. hrs.

A full semester program of 30 hours of speech correction per week is provided for each student. Prospective teachers of the speech and hearing handicapped gain experience by working with professional people in the field.

- Sp. Corr. 452 — *Anatomy of Speech and Hearing Mechanisms* 3 cr. hrs.

Embryology, anatomy, neurology, and physiology of the larnyx and ear are studied. The actual processes involved in human speaking and hearing are explored. A co-operative lecture series is developed for the students by the medical staff at Geisinger Medical Center. Prerequisite: Sp. Cor. 351.

- Sp. Corr. 466 — *Advanced Clinical Practicum (Internship)* 3 cr. hrs.

Clinical experience with more complex disorders is provided. Differential diagnostic and therapeutic procedures for use in cases with cerebral palsy, aphasia, auditory impairments, cleft palate, and stuttering are covered. Case studies and research are utilized. Prerequisites: Sp. Corr. 351, 352.

- Sp. Corr. 467 — *Psychology of Speech and Hearing* 3 cr. hrs.

The developmental aspects of language, normal and abnormal speech, and hearing patterns of individuals are discussed in relation to their personality. Current educational and therapeutic trends and practices are reviewed. Prerequisite: Sp. Corr. 351.

- Sp. Corr. 471 — *Seminar in Speech Pathology* 3 cr. hrs.

Pathological conditions resulting in communication problems are investigated in some detail, and remedial techniques are considered in relation to current research findings. Students are given orientation to various types of clinical settings and to a projection of needs for services. Prerequisites: Sp. Corr. 252, 351, 352.

- Sp. Corr. 472 — *Measurement of Hearing Loss* 3 cr. hrs.

The anatomy and physiology of the hearing mechanisms are studied. Etiology of hearing losses, interpretation of audiometric evaluations and available rehabilitative procedures are discussed. Laboratory experience in the administration of clinical audiometric evaluations is provided. Prerequisites: Sp. Corr. 276, 376.

Sp. Corr. 475 — *Introduction to Speech Science* 3 cr. hrs.

The physical properties of acoustic signals are considered as factors that affect the nature of production and subsequent reception of speech. Phonetic instrumentation is introduced in relation to the analysis and synthesis of speech. The application of principles of speech science to speech therapy and other areas is discussed. Prerequisites: Sp. Corr. 152, 251, 252, 276, 376.

68 — TEACHING OF THE MENTALLY RETARDED

Tch. MR. 201 — *Introduction to Mental Retardation* 3 cr. hrs.

Overview of behavioral and learning characteristics of the mentally retarded. Etiology of mental retardation with special consideration of medical and environmental aspects of the development of the mentally retarded. Observations of special classes and field trips to institutions to give students understanding of various levels of mental retardation and types of programs for them.

Tch. MR. 303 — *Crafts for All Levels of Mentally Retarded* 4 cr. hrs.

Laboratory experiences with craft activities for use with all levels of the mentally retarded. Use of tools and exploration of various media. Analysis of the crafts experiences for development of techniques and curricular emphases and correlation with the total program for the mentally retarded.

Tch. MR. 332 — *Language Arts for Special Classes* 2 cr. hrs.

A student-centered workshop approach in analysis of methods, research and philosophies currently in use in the teaching of the language arts to special classes. Practice in the use of various teaching aids and machines related to student projects in language arts applicable to individual needs of children in special classes.

Tch. MR. 351 — *Special Class Methods for Primary and Intermediate Levels of Mental Retardation* 3 cr. hrs.

A specialized course dealing with organization of instruction for trainable and educable mentally retarded. Major emphasis will be on curriculum adjustment and evaluation needed for pre-school, primary, intermediate and secondary school classes.

Tch. MR. 352 — *Special Class Methods for Secondary Levels of Mental Retardation* 3 cr. hrs.

A student-centered workshop approach in analysis of methods, research, and philosophies currently in use in the teaching of special classes. Practice in the use of various teaching aids and machines related to student projects applicable to individual needs of children in special classes.

Tch. MR. 375 — *Independent Project* 1-3 cr. hrs.

Project planned according to interests and needs of the individual student, in any of the following suggested areas: library research, curriculum study, work with individual children, internship in special aspects of educational programs. (Open to seniors only with staff approval).

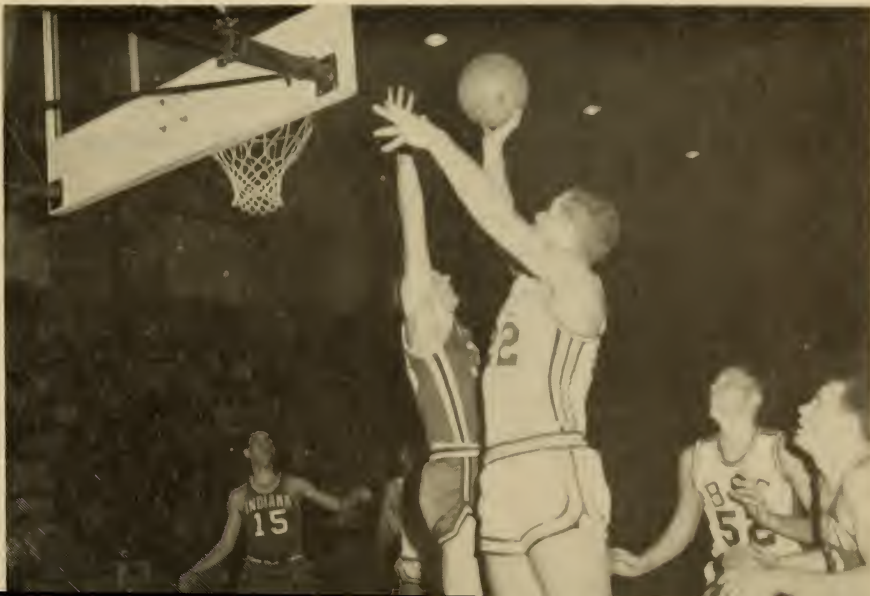
Tch. MR. 400 — *Workshop in Problems and Methods in Special Education* cr. hrs. (varies)

Investigations are made of recent developments in the education of the educable mentally retarded. The impact of these trends on methods and techniques of teaching special classes are emphasized. Topics will vary according to interest and needs of students.

Tch. MR. 401 — *Student Teaching of Mentally Retarded Children and Professional Practicum* 12 cr. hrs.

Thirty hours per week of supervised student teaching experience under the direction of the professional staff in cooperation with local and state school divisions.

"Check!"



DIVISION OF ARTS AND SCIENCES

OBJECTIVES

The universally recognized goals of liberal education are those which relate to the maturation of the individual in knowledge and wisdom. In terms of the customary three-fold division of knowledge — Humanities, Social Sciences, Natural Sciences — a more detailed description of the goals might be as follows: (1) to cultivate a sensitive, appreciative, and judicious attitude towards the various media of creative expression as communicative of man's ideas, aspirations, and needs, (2) to develop an awareness of our social heritage, the relevance of social, political, and economic factors to human behavior, and the relationship between the past and the present, (3) to provide a basic understanding of critical and analytical methods of investigation into the nature of the universe and of the application of scientific discovery to modern life.

In addition to cultivating the "whole" individual, the Arts & Sciences Program is intended to offer an opportunity for exploration of a single field in some depth, not only as a means to possible further education at the graduate level, but also for the value inherent in terminal experience of the complexities of any one discipline.

Hence, the Bachelor of Arts curriculum at Bloomsburg, leading to the A. B. degree, offers both exposure in breadth and penetration in depth, proceeding from the assumption that among the many vital consequences of a more enlightened individual is a more stable and tolerant society.

AN OVERVIEW

The Arts and Sciences program at Bloomsburg State College consists of four parts, which may be briefly outlined as follows:

I. General Education	66 - 70 Credit Hours
II. Core Studies in the Social Sciences, the Humanities or the Natural Sciences	14 - 18 Credit Hours
III. Additional studies in the Core or Major-Area	24 Credit Hours
IV. Electives	16 - 24 Credit Hours
Total Required for the A.B. Degree	128 Credit Hours

THE GENERAL EDUCATION REQUIREMENT

The General Education requirement is essential to any curriculum in the Arts and Sciences. Its purpose is to prepare all students, whatever their field of concentration or their vocational intentions, for adult life as men and women living private lives; as members of their local communities; and as citizens of the Commonwealth, of the nation and of the world. The General Education requirement for students enrolled in Arts and Sciences is similar to that for students enrolled in the various divisions leading to the degree in professional education. Thus it is possible for students to "cross over" from one program to another within the first two years with a minimum of difficulty. In order to achieve the purposes of General Education, the following 66-70 hour requirement has been established:

	<i>Credit Hours</i>
Science (Biology, Chemistry, Physics, or Earth Science)	6-8
Art or Music	3
Literature	6
Philosophy	3
History of Civilization	6
Political Science 211 or 212	3
Psychology	3
Social Science (Any two of the following: Econ. 211, Econ. 212, Soc., 211, other Soc., Anthro. 224, Anthro. 323)	6
English Composition	6
Introduction to Speech	3
Mathematics 111, 112, or 211, 212	6-8
Foreign Language (Fr., Ger., Span., or Russ. 103-104)	6
World Geography	3
Personal Health	2
Physical Education I, II, III, IV	4
66-70 Cr. Hrs.	

THE CORE REQUIREMENT

The beginning of specialization or study of material in depth in the Arts and Sciences Program occurs with the student's choice of one of three broad areas of concentration: Humanities, Social Sciences, or Natural Science and Mathematics. Following is the Core Requirement for each area.

I.	Humanities Core	Credit Hours
	English 249—Shakespeare	3
	Any additional semester of English Literature	3
	Philosophy 307—Ethics or Philosophy 302—Logic	3
	Speech 208—Introduction to Theatre Arts or Speech 221—Argumentation	3
	Any semester of Art History	3
	Any semester of Music History	3
	Total	18

II. Social Science Core

The general intent of the Social Science Core is to require the completion of two semesters of study in the areas of geography, psychology, political science, economics, and sociology, plus one semester in anthropology. A portion of this program is fulfilled by the Social Science courses in General Education. (As regards history, two courses are already required in General Education.) The Social Science Core consists of the following:

1.	The four courses below which have not been taken to complete the General Education requirement. Political Science 211, Political Science 212 Economics 211, Economics 212 Sociology 211, one additional semester of sociology Anthropology 224 (or 323)	12
2.	An additional semester of geography and an additional semester of psychology	6
	Total	18

III. Natural Science and Mathematics Core

1.	Math. 211 and 212 — Calculus I and II	8
2.	A full year of a science that is (a) outside of, yet relevant to, the major and (b) in addition to and in a field separate from the year of science taken in fulfillment of the General Education Requirement. Possible selections: Biology, Chemistry, Physics, Earth Science	6-8
	Total	14-16

THE MAJOR-AREA REQUIREMENT

Above and beyond the General Education and Core Requirements a minimum of 24 credit hours must be amassed in one of the three general areas of concentration (Humanities, Social Science, National Sciences & Mathematics) or preferably in a specific discipline within one of these areas.

For the achievement of this Major-Area Requirement, specific courses or course sequences are prescribed by some departments:

1. Biology¹

Nine semesters basic:

- Biol. 103—General Biology I
- Biol. 210—Invertebrate Zoology
- Biol. 211—Vertebrate Zoology
- Biol. 220—General Botany I
- Biol. 221—General Botany II
- PLUS any four of the following:
- Biol. 331—Ecology
- Biol. 341—Genetics
- Biol. 351—Molecular Biology
- Biol. 361—Microbiology
- Biol. 371—Embryology
- Biol. 381—Vertebrate Physiology

Additional courses, according to advisement:

i. Field Courses

- Biol. 411—Entomology
- Biol. 413—Ornithology
- Biol. 414—Ichthyology
- Biol. 417—Field Zoology
- Biol. 422—Field Botany
- Biol. 432—Fresh Water Biology

ii. Laboratory Courses

- Biol. 416—Parasitology
- Biol. 420—Plant Physiology
- Biol. 421—Plant Anatomy
- Biol. 441—Evolution
- Biol. 452—Radiation Biology
- Biol. 453—Biological Chemistry
- Biol. 471—Histology
- Biol. 482—Comparative Vertebrate Anatomy

2. Business-Economics (combination)

- Bus. Ed. 221, 222—Principles of Accounting²
- Bus. Ed. 321, 322—Intermediate Accounting
- Econ. 211, 212—Principles of Economics
- Bus. Ed. 101—Intro. to Business Organization & Finance
- Bus. Ed. 331—Business Law
- Econ. 314—Money and Banking

3. English

- Eng. 231, 232—British Writers
- Eng. 401—Structure of English
- OR Eng. 402—History of the English Language

4. Geography³

A. Geography (Not necessarily in sequence)

- Geog. 225—Weather and Climate
- Geog. 223—Geography of Anglo-America
- Geog. 323—Political Geography
- Geog. 354—Cartography
- Geog. 363—Urban Geography
- Geog. 365—Geomorphology
- Geog. 492—Seminar in Geography
- Choice of regional course in Geography

¹ Biology majors are expected to take the following auxiliary courses: Chem. 111 and 112, Chem. 331 and 332, Phys. 111 and 112, and Math. 211 and 212.

² Normally begun in the sophomore year.

³ Required for any of the three majors in Geography are a course in Statistics and a course in Computing

B. Earth Science (not necessarily in sequence)

- Geog. 357—Physical Geology
- Geog. 361—Historical Geology
- Geog. 355—Meteorology
- Geog. 365—Geomorphology
- Geog. 453—Astronomy
- Geog. 359—Oceanography
- Geog. 451—Field Techniques in Earth Science
- Geod. 495—Seminar in Earth Science

C. Meteorology (not necessarily in sequence)

- Geog. 355—Meteorology
- Geog. 356—Climatology
- Geog. 359—Oceanography
- Geog. 365—Geomorphology
- Geog. 453—Astronomy
- Geog. 493—Seminar in Meteorology
- Theoretical Mechanics
- Integral Calculus

5. History

- Hist. 399—Bibliography and Research

6. Mathematics

- Math. 110—Pre-Calculus (remedial only)
- Math. 211—Calculus I
- Math. 212—Calculus II
- Math. 221—Statistics
- Math. 311—Intermediate Calculus
- Math. 321—Modern Algebra
- PLUS any five of the following:
- Math. 241—Introduction to Computer Programming (1 cr. hr. only)
- Math. 312—Differential Equations
- Math. 322—Linear Algebra
- Math. 332—Modern Geometry
- Math. 411—Advanced Calculus
- Math. 412—Complex Variables
- Math. 421—Topology
- Math. 422—Group Theory
- Math. 431—Number Theory
- Math. 432—Numerical Analysis

7. Physical Sciences

A. Chemistry¹

- Chem. 111, 112—General Chemistry I & II
- Chem. 222—Quantitative Analysis
- Chem. 331, 332—Organic Chemistry I & II
- Chem. 411, 412—Physical Chemistry I & II
- Chem. 421—Advanced Inorganic Chemistry
- Chem. 424—Instrumental Analysis
- PLUS at least one of the following:
- Chem. 422—Qualitative Organic Analysis
- Chem. 490—Chemistry Seminar
- Chem. 492—Chemical Research

¹ Chemistry majors are expected to take the following auxiliary courses: Phys. 211, 212, 410 and Math. 211, 212, 311, 312.

B. Physics¹

Phys. 211, 212—General Physics I & II
 Phys. 410—Introduction to Atomic Physics
 Phys. 411—Mechanics
 Phys. 414—Electricity and Magnetism
 PLUS at least 12 cr. hrs. drawn from the following:
 Phys. 412—Optics (3 cr. hrs.)
 Phys. 415—Electronics (4 cr. hrs.)
 Phys. 420—Vibrations and Waves (3 cr. hrs.)
 Phys. 421—Solid State Physics (3 cr. hrs.)
 Phys. 422—Thermodynamics (3 cr. hrs.)
 Phys. 490—Physics Seminar (1 cr. hr.)

8. Psychology

Psy. 101—General Psychology²
 Psy. 211—Child Growth & Development (Child Psy.)
 OR Psy. 316—Adolescent Psychology
 Psy. 321—Tests and Measurements
 Psy. 331—Mental Hygiene and Problems of Adjustment
 OR Psy. 431—Abnormal Psychology
 Psy. 351—Social Psychology
 OR Psy. 451—Psychology for Business and Industry
 Psy. 406—Psychology Seminar³
 Psy. 460—Basic Statistical Method
 Psy. 461—Experimental Psychology
 Additional courses which may be chosen:
 Psy. 102—Advanced General Psychology
 Psy. 401—Foundation of Contemporary Psychology
 Psy. 436—The Study of Personality
 Psy. 456—Psychology of Motivation
 Psy. 462—Advanced Experimental Psychology
 Psy. 466—Research Problems in Psychology

9. Social Sciences

A. Comprehensive Major

Any six semesters of work in the Social Sciences beyond the General Education and Core Requirements.

B. Economics

International Economics
 Intermediate Micro-Economics
 Public Finance and Macro-Economics
 Money and Banking
 Intro. to Statistics and Experimental Design
 Seminar in Economics³

C. Political Science

Six semesters of work beyond Pol. Sci. 211 and 212, to be determined in consultation with an appropriate faculty advisor.

D. Sociology

Six semesters of work beyond Soc. 211 and the core semester of sociology, to be determined in consultation with an appropriate faculty advisor.

¹ Physics majors are expected to take the following auxiliary courses: Chem. 111, 112 (these two to be taken in the freshman year) and Math. 211, 212, 311, 312.

² Usually taken during the freshman year in fulfillment of the General Education Requirement. Also recommended for Psychology majors during the freshman year are: Biol. 103, 104 and Math. 111, 112.

³ Prior approval of the instructor is required.

10. Speech

Basic

Speech 206—Oral Interpretation

Speech 241—Voice and Diction

Speech 325—Extempore Speech

Speech 412—Fundamentals of Acting

A. Further Sequence for Public Address

Speech 231—Intro. to Radio & Television

Speech 307—Business and Professional Speech

Speech 418—Discussion

Speech 421—Persuasion

Speech 492—Seminar

B. Further Sequence for Theatre Studies

Speech 211—Theatre Production

Speech 311—Scene Design

Speech 318—Creative Dramatics

Speech 319—Children's Theatre

Speech 411—Play Direction

Speech 414—Costuming for the Stage

Speech 415—History of the Theatre

Speech 416—Modern Theatre

Speech 490—Speech Seminar

ELECTIVES

For the elective portion of the curriculum, which makes up the balance of the 128 credit hours required for graduation, students may take almost any courses offered by the college, with the logical exception of those in Professional Education, Physical Education, certain Business Education skills, etc. Approximately 16 to 24 credit hours are normally allowed for electives (courses of the student's own choice).

NOTE ON PRE-PROFESSIONAL PROGRAMS: Students intending to transfer ultimately to a college of medicine, veterinary medicine, dentistry, pharmacy, law, engineering, theology, etc. should write immediately for the catalog and/or admission requirements of that particular college and, with the aid of the Director of Arts and Sciences at Bloomsburg State College, plan their undergraduate programs accordingly.

SCHEDULING

For assistance in planning a course of study that becomes progressively concentrated, two suggested schedule guides are given below, one for students concentrating in either the Social Sciences or the Humanities, the other

for students concentrating in Mathematics or the Natural Sciences. The difference between the two schedules results from the fact that the latter areas are more rigorously sequential. Hence, students concentrating in Mathematics or the Natural Sciences would be apt to take two years each of mathematics and science during the first two years of college, deferring certain General Education Requirements until the sophomore and junior years, while students concentrating in the Social Sciences or the Humanities would be apt to take only one year each of mathematics and science during the first two years of college, thus fulfilling their General Education Requirements earlier and experiencing somewhat greater emphasis upon Major-Area Requirements and Electives during the last two years. These two schedules are to be considered only as guides in planning the A.B. program; they may be departed from, with the consent of the student's advisor and as scheduling difficulties arise.

It is apparent that an average of 16 hours of credit per semester should be maintained in order for a student to graduate within the usual 8 semesters ($8 \times 16 = 128$). However, students are advised not to assume course loads that are too heavy for them to manage creditably and to bear in mind that a full-time student may carry as little as 12 credit hours.

SUGGESTED SCHEDULE FOR AREAS OF THE SOCIAL SCIENCES AND HUMANITIES

FIRST YEAR

FIRST SEMESTER		SECOND SEMESTER	
	Cr. Hrs.		Cr. Hrs.
English 101	3	English 102	3
Speech 103	3	Geography 101	3
Science	3-4	Science	3-4
History 211	3	History 212	3
Foreign Language	3	Foreign Language	3
Physical Education	1	Physical Education	1
	16-17		16-17

SECOND YEAR

FIRST SEMESTER		SECOND SEMESTER	
	Cr. Hrs.		Cr. Hrs.
English 207	3	English 208	3
Mathematics	3	Mathematics	3
Social Science	3	Social Science	3
Health 101	2	Political Science 211	3
Art or Music	3	Psychology	3
Major-Area or Elective	0-3	Major-Area or Elective	0-3
Physical Education	1	Physical Education	1
	15-18		16-19

THIRD YEAR

Humanities or Social Science Core	3-6	Philosophy	3
Major-Area and/or Electives	12	Humanities or Social Science Core	3-6
		Major-Area and/or Electives	9
Average	15-18	Average	15-18

FOURTH YEAR

Humanities or Social Science Core	3-6	Humanities or Social Science Core	3-6
Major-Area and/or Electives	12	Major-Area and/or Electives	12
Average	15-18	Average	15-18

Required for graduation: 128 Semester Hours.

SUGGESTED SCHEDULE FOR
AREA OF THE NATURAL SCIENCES
(SCIENCE AND MATHEMATICS)

FIRST YEAR

FIRST SEMESTER		SECOND SEMESTER	
	Cr. Hrs.		Cr. Hrs.
English 101	3	English 102	3
Speech 103	3	Geography	3
Science	3-4	Science	3-4
Mathematics	4	Mathematics	4
Foreign Language	3	Foreign Language	3
	16-17		16-17

SECOND YEAR

History 211	3	History 212	3
Art or Music	3	Psychology	3
2nd Yr. Science	3-4	2nd Yr. Science	3-4
2nd Yr. Mathematics	3	2nd Yr. Mathematics	3
Health 101	2	Political Science 211	3
Physical Education	1	Physical Education	1
	15-16		15-16

THIRD YEAR

Social Science	3	Social Science	3
English 207	3	English 208	3
Science Core	3-4	Science Core	3-4
Major Area and/or Electives	6-8	Major Area and/or Electives	6-8
Physical Education	1	Physical Education	1
	16-19		16-19

FOURTH YEAR

Philosophy	3	Major Area and/or Electives	15-17
Major Area and/or Electives	12-14		
Average	15-17	Average	15-17

Required for graduation: 128 Semester Hours.

SPECIAL DEGREE PROGRAMS

THE TWO-YEAR DEGREE PROGRAMS

The Bloomsburg State College has been approved to offer a two-year program to Dental Hygienists and School Nurses who are able to meet the conditions set forth in the following paragraphs:

DEGREE CURRICULUM FOR DENTAL HYGIENISTS

(Subject to change without notice)

The degree of Bachelor of Science in Education will be conferred upon dental hygienists meeting the following requirements:

1. The possession of a valid license to practice dental hygiene in the Commonwealth of Pennsylvania issued by the State Dental Council and Examining Board and the Department of Public Instruction. "The professional education requirements for dental hygiene are the satisfactory completion of an approved dental hygienist course of instruction of two years of not less than thirty-two weeks and not less than thirty hours each week or its equivalent in and graduation from a dental hygiene school approved by the State Dental Council and Examining Board."
2. The satisfactory completion in addition thereto of 70 credit hours of professional and general education courses distributed as follows:

A. Professional Education	Credit Hours
Ed. 393—Social Foundations of Education	3
Psy. 101—General Psychology	3
Psy. 371—Educational Psychology	3
Ed. 301—Audio-Visual Education	2
Total	11
B. General Education	
1. English and Speech	16
Eng. 101—English Composition	3
Speech 103—Intro. to Speech	3
Eng. 102—English Composition	3
Any speech elective	3
Eng. 207—Survey of World Literature I	3
Eng. 208—Survey of World Literature II	3
2. Fine Arts	6
Art 101—Introduction to Art	3
Music 101—Introduction to Music	3

3. Geography	6	
Geog. 101—World Physical Geography	3	
Geog. 102—World Cultural Geography	3	
4. Social Studies	18	
Pol. Sci. 211—United States Government	3	
Econ. 211—Principles of Economics I	3	
Hist. 111—World History to 1500	3	
Hist. 112—World History, 1500-1815 or		
Hist. 113—World History, since 1815	3	
Hist. 218—History of U.S. and Pa.	3	
Soc. 211—Principles of Sociology	3	
Total		46
C. Electives		13
Grand Total		70

In each category above, credit will be given for equivalent courses pursued in the two year dental hygiene curriculum. In such cases students must increase their electives by the number of credit hours earned previously.

In the case of dental hygienists who had less than two years of specialized training on the basis of which they were licensed to practice dental hygiene, proportional credit will be given. Such persons must pursue additional general education courses in college to make up the deficiency.

Electives may be chosen with the approval of the Dean of Instruction from any field or curriculum offered at the college in which the student is enrolled.

This curriculum is effective as of September 1964.

APPLICATION FOR ADMISSION

A dental hygienist who desires to enroll in the Degree Curriculum for Dental Hygienists should write for application blanks and information to the Director of Admissions, Bloomsburg State College, Bloomsburg, Pennsylvania.

RESIDENCE REQUIREMENTS

The last 30 hours of credits must be earned at Bloomsburg State College. Resident credits may be earned in day, evening, and summer classes which are offered on campus or approved by the college administration.

DEGREE CURRICULUM FOR PUBLIC SCHOOL NURSES

Effective September 1, 1961

(Subject to change without notice)

The degree of Bachelor of Science in Education will be conferred upon registered nurses who meet the following requirements:

1. The satisfactory completion of a three-year curriculum in an approved school of nursing and registration by the State Board of Examiners for the Registration of Nurses of Pennsylvania.
2. All persons admitted to this degree program after September 1, 1961, will be required to satisfactorily complete 60 credit hours of additional preparation distributed as follows:

A. Course Related to Public Nursing:	Cr.	
NED. 301—Public School Nursing I	3	
NED. 303—Public School Nursing II	3	
NED. 304—Public Health Nursing I	3	
NED. 305—Nutrition	3	
NED. 306—Family Case Work	3	
		15
B. General Education:		
Eng. 101 or 102—English Composition	3	
Eng. 207 or 208—Survey of World Literature	3	
Hist. 111—World History to 1500 OR		
Hist. 112—World History, 1500-1815 OR		
Hist. 113—World History since 1815	3	
Hist. 218—History of U.S. and Pa.	3	
Pol. Sci. 211—U. S. Government	3	
Soc. 211—Principles of Sociology	3	
Biol. 103—General Biology	3	
Psy. 101—General Psychology	3	
Psy. 331—Mental Hygiene	3	
		27
C. Professional Education:		
Ed. 393—Social Foundations of Education	3	
Psy. 371—Educational Psychology	3	
Psy. 311—Child Growth and Development	3	
Ed. 341—Introduction to Guidance and Counseling	3	
		12
D. Electives:		
Music 101—Introduction to Music	3	
Art 101—Introduction to Art	3	
Math. 101—Fundamentals of Mathematics	3	
Speech 103—Introduction to Speech	3	6
Total		60

In the case of nurses with less than three years preparation for registration, such persons will pursue additional courses to meet the requirements for the degree.

APPLICATION FOR ADMISSION

A registered nurse who desires to enroll in the Degree Curriculum for Public School Nurses should write for application blanks and information to the Director of Admissions, Bloomsburg State College, Bloomsburg, Pennsylvania.

RESIDENCE REQUIREMENTS

The last 30 hours of credits must be earned at Bloomsburg State College, to qualify for graduation. Resident credits may be earned in day, evening, and summer classes which are offered on campus or approved by the college administration.

Lounge in East Hall (Women's Dormitory)



COURSE DESCRIPTIONS

NED. 301 — *Public School of Nursing I* 3 cr. hrs.

Public school nursing, as a branch of public health nursing, is considered in this course. The historical background, various fields of responsibility, and the problems and limitations of the profession are discussed along with new techniques of handling public school health problems.

NED. 303 — *Public School Nursing II* 3 cr. hrs.

A study of physical, emotional, and social problems affecting the health of the school child and the methods that may be employed by home, school, and community in helping to solve health problems with emphasis on the nurse as co-ordinator in the use of local, state, and federal resources.

NED. 304 — *Public Health Nursing I* 3 cr. hrs.

Historical background, fundamental principles, organizational framework, problems of community participation, and trends in public health nursing.

NED. 305 — *Nutrition* 3 cr. hrs.

A review of basic principles of nutrition with relation to economic factors and cultural food patterns with special emphasis on the nutritional needs of the school-age child.

NED. 306 — *Family Case Work* 3 cr. hrs.

An overview of social welfare and interviewing principles for school nurses. Case histories and interviewing situations are selected for critical discussion to acquaint the student with application of case work methods in school nursing practice.

NED. 309 — *Community Health I* 3 cr. hrs.

A study of the various facets of community health including historical background, environmental concern, and methods of control. Reference will be made to contemporary and future problems dealing with radiation, air-water pollution, and space.

NED. 310 — *Modern Communicable Diseases* 3 cr. hrs.

A study of current practices and the role of the school nurse in communicable disease prevention and control with emphasis on the relationships between physical, socio-economic, and biologic environment.

ANALYSIS OF ENROLLMENT TRENDS

(Figures are for years ending May 31)

Number of Different Students				
	1963	1964	1965	1966
Regular Students	2047	2283	2454	2835
Part-time Students	129	242	200	255
Summer Session Students				
No. of Different students	1475	1614	1843	2118
Total Enrollment	(2390)	(2751)	(2756)	(3389)
Totals	3651	4139	4497	5208

Adjusted Enrollment on Full-Time Basis				
Regular Students	2047	2283	2454	2835
Part-time Students	46	80	67	85
Summer Session Students	631	736	777	982
Totals	2724	3099	3188	3902

BLOOMSBURG SPELLS SUCCESS

Up until 1966 the term placement at Bloomsburg meant teacher placement. With the graduation of six persons from the Arts and Sciences Curriculum in last year's class, Bloomsburg began in earnest the process of sending graduates into non-teaching fields. However, the majority of Bloomsburg graduates will enter the teaching profession.

We are very proud of the record which our graduates have made in the field of education. The Placement Service has had its job made easier by this record, as many satisfied school administrators return each year to recruit new teachers. The numbers and percentages of those who have entered the teaching profession during the past five years are indicated in Table I. Graduates who do not teach due to marriage, military service, or entrance into graduate school are classified as being unavailable for teaching.

Table I—How Many Teach?

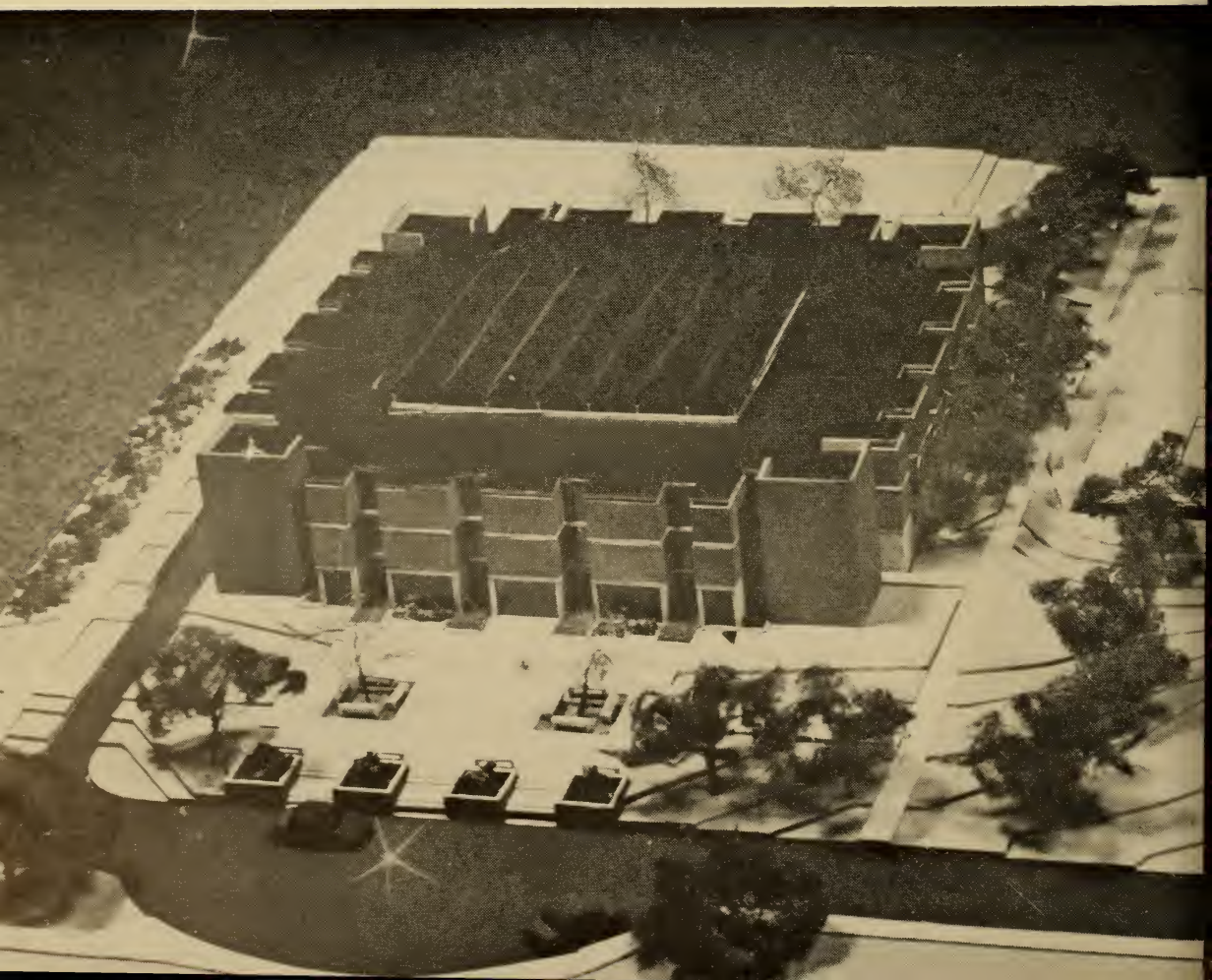
Year	Education Graduates	Number Available for Teaching	Number Teaching	Percent Teaching	Percent of Those Available Who are Teaching
1962	373	362	323	86.6%	89.2%
1963	395	381	344	93.0%	90.3%
1964	468	416	393	97.0%	94.5%
1965	475	448	423	89.0%	94.4%
1966	472	432	411	87.0%	95.1%

Table II gives an indication of how the average starting salaries for our teachers have changed over the same years referred to in Table I.

Table II—How Much Do They Earn?

Year	Beginning Teachers	Average Starting Salary	Range of Beginning Salaries
1962	323	4520.00	3600-5700
1963	344	4656.00	3600-8400
1964	393	4725.00	4200-6200
1965	423	4981.00	4200-5900
1966	411	5100.00	4500-7000

These figures would indicate that beginning teachers from Bloomsburg State College are in great demand. All who wanted to teach found positions in the public schools, mostly of their own choice. Statistics also indicate that salaries are increasing steadily, and Bloomsburg graduates, eagerly sought by school officials looking for well-prepared beginning teachers, have been placed at above-average salaries. In this way, Bloomsburg spells success.



ARTIST AND LECTURE SERIES 1966-1967

1. Bob Richards, Olympic Champion, Author and Lecturer, Director of Wheaties Sport Federation, and Film Producer.
2. *Send Me No Flowers* — Bloomsburg Players.
3. Dr. Bergen Evans, Author, Lecturer, University Professor, and Debunker of Popular Fallacies.
4. The Glenn Miller Orchestra — Civic Music Association.
5. Concert by Bloomsburg State College Choral Groups.
6. *The Trojan Woman* — Bloomsburg Players.
7. Robert Goralski, NBC News' State Department Correspondent and Former White House Correspondent.
8. Nathan Twining (Pianist) — Civic Music Association.
9. The Revelers (Male Quartet) — Civic Music Association.
10. *In the Shade* — Bloomsburg Players.
11. National Ballet of Washington, D.C. — Civic Music Association.
12. John Howard Griffin, Novelist, Reporter, Humanitarian, and Student of Primitive Cultures. Author of *Black Like Me*.
13. Spring Arts Festival.
14. The Serendipity Singers.



East Hall (Women's Dormitory)

FORM OF WILL (Real Property)

I give and devise to the Bloomsburg State College, Bloomsburg, Pennsylvania, the following real estate (here give the description of the Real Estate). This devise is to be administered by the Board of Trustees of the Bloomsburg State College, Bloomsburg, Pennsylvania, under the laws of the Commonwealth of Pennsylvania.

FORM OF WILL (Money Bequest)

I give the bequest to the Bloomsburg State College, Bloomsburg, Pennsylvania, the sum of \$_____, to be paid by my executors, _____ months after my decease, to the Board of Trustees of the Bloomsburg State College, Bloomsburg, Pennsylvania, to be administered under the Laws of the Commonwealth of Pennsylvania.

INDEX

Academic Regulations	46	Graduation Requirements	48
Advanced Standing	43	Housing for Students	39
Administration	9	Laundry Regulations	39
Admission Requirements	41	Library	29
Analysis of Enrollment	180	Other Regulations	38
Artist and Lecture Series 1964-65	183	Out-of-State Students	34
Arts and Sciences	166	Placement Service	53
Books and Supplies	38	Placement Study	181
Business Education	147	Placement Tests	49
Calendar	5	Probationary Policy	49
Campus and Buildings	26	Professional Fraternities	64
College Fees and Expenses	32	Programs of Study	67
College History	22	Residence Requirements	48
Course Descriptions	91	Refund and Repayment Policy	36
Special Education for the Mentally Retarded Curriculum	160	Secondary Curriculum	68
Elementary Curriculum	67	Special Degree Programs	175
Extra-Curriculum Activities	56	Special Education	157
Faculty	11	Speech Correction Curriculum	159
Faculty Emeriti	21	Student Assistance	41
Form of Bequest	184	Students Participation in College Government	55
Future Development	30	Student Teaching	50
Grading System	47	Summer Sessions	53
Graduate Studies	52	Veterans	46

